DOCUMENT RESUME

ED 291 960 CE 049 849

AUTHOR Lopez-Valadez, Jeanne, Ed.; Pankratz, David, Ed.
TITLE VESL for Cooking: A Competency-based Curriculum Guide. Project OSCAER.
INSTITUTION Northwest Educational Cooperative, Arlington Heights, IL.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Sep 87
CONTRACT 100AH60026
NOTE 193p.; For related documents, see CE 049 847-848.
AVAILABLE FROM Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Behavioral Objectives; Competency Based Education; *Cooking Instruction; Foods Instruction; *Fused Curriculum; *Home Economics; Job Skills; *Language Skills; Learning Activities; Performance Tests; Safety; Sanitation; Secondary Education; *Second Language Instruction; Second Language Learning; Student Evaluation; Vocabulary; *Vocational English (Second Language)

ABSTRACT

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in cooking. The introductory section examines assumptions about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification, function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary, covers the following topics: safety, sanitation, preparation procedures, cooking procedures, and baking. The fifth chapter lists print materials for cooking and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

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VESL for COOKING:

A Competency-based Curriculum Guide

Project OSCAER
Northwest Educational Cooperative

Office of Vocational and Adult Education
U.S. Department of Education

CE 049 849

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VESL for COOKING:

A Competency-based Curriculum Guide

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September 1987

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AUTHORIZATION FOR THE STUDY: The report was developed as part of the project "Occupational Specific Computer Assisted English Resources" (OSCAER), funded under Contract No. 100AH60026, U.S. Department of Education, Office of Vocational and Adult Education. The project is one of a series of projects authorized under Title I, Part B, Subpart 3, Bilingual Vocational Training, of the Vocational Education Act, to assist "...in developing instructional material, methods, and techniques for bilingual vocational training."

The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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ACKNOWLEDGEMENTS

During the implementation of Project OSCAER, many individuals and programs contributed to the success of the project and the development of its many products.

The following staff from six federally funded bilingual vocational training programs served as consultants who helped to verify the competencies, identify key vocabulary, design software lessons, and pilot the products.

Sara Su Ma
China Institute of America
New York, NY

Nora Wang, Crispin Choy,
Guillermo Olbes, Delores Brooks,
Agnes Shin
Chinatown Manpower Project, Inc.
New York, NY

Rafael Nevarez, Dan Munquia
Houston Community College
Houston, TX

Denise Parker, Gail Shay
Maricopa Community College
Phoenix, AZ

David Pankratz, Barbara Hermann,
Chad Ganger
Oakton Community College
Des Plaines, IL

Carmen Dominguez, Belen Michael,
Joanne Tamburino
St. Augustine College
Chicago, IL

An advisory panel of experts provided invaluable guidance in the design of the curriculum and software:

Jeff Lake
Microcomputer Specialist
IL Vocational Curriculum Center
Sangamon State University

Patricia Menges
Vice President, Project Development
Fliptrack Learning Systems
Division of Mosaic Media, Inc.

Dan Munguia
Director, BVT Program
Houston Community College

Peter Seidman
Project Officer
Research and Development Section
Dept. of Adult, Vocational, and Technical Education
Illinois State Board of Education

Dennis Terdy
Director
IL ESL/Adult Education Service Ctr.
Northwest Educational Cooperative

Nora Wang
Director
Chinatown Manpower Project, Inc.

An important resource in the development of the language competencies was the Competency-Based Curriculum: General VESL produced by Project Work English. Linda Mrowicki, its director, also gave insightful input and editorial comment.

Sincere appreciation is extended to each of these individuals and to the staff for their generous contributions of time and expertise.

Jeanne Lopez-Valadez, Project Director

PREFACE

The United States is a rich multilingual, multicultural country. Unfortunately, for a large segment of its population, the inability to function in the English language has meant exclusion from training programs and services as well as high unemployment or underemployment. The number of individuals who are limited English proficient (LEP) can only be estimated. Estimates of LEP persons aged 16 years and older totaled over 11 million as of 1980. Increased immigration and childbirth rates among linguistic minority groups have continued to add to the LEP figure.

LEP persons have several characteristics in common. First, LEP persons speak a language other than English and have learned English as a second language. In addition to their language differences, LEP persons come from various cultural backgrounds and may need help adjusting culturally as well as linguistically. Due to their limited ability in English, LEP persons are unable to benefit fully in an English only vocational program. Therefore, they need special assistance to succeed in educational and training programs.

Like any other group of trainees, they have differing skills, weaknesses, interests and work experience. To begin with, they vary in their abilities to understand, speak, read and write English. Many LEP persons have little formal education and may be illiterate even in their native language. Others are highly educated and trained persons for whom language is the primary impediment to employment. Unfortunately, the bulk of the LEP are from a low socio-economic status and share in its related problems.

To service the unique needs of the LEP population and improve their employment and economic opportunities, bilingual vocational training (BVT) programs have been implemented across the country for over a decade. The primary intent of these programs is to prepare LEP adults for employment by providing the necessary language and occupational skills training. The vocational skills are taught using English and the trainee's native language. This is done to make sure trainees can understand and participate fully in instruction. Occupationally specific language skills are taught concurrently in vocational English as a second language (VESL) classes which are closely tied to the vocational component. Active recruitment, bilingual counseling,

job development and various support services are common features of these programs. Because of the newness of the BVT field and the diversity among the programs, commercial publishers have been slow to respond to the demand for curriculum materials for the LEP, particularly in the area of occupationally specific ESL materials. Although teacher-developed resources exist, their availability and transferability are often limited. In response to this need, the U.S. Department of Education, Office of Vocational Education, has funded a series of bilingual vocational projects related to materials development. Project OSCAER, funded to the Northwest Educational Cooperative, is one such project.

The purpose of Project OSCAER was to develop VESL curriculum guides and computer software in the areas of data entry, heating and air conditioning, and cooking. As part of its activities, Project OSCAER trained ESL teachers and BVT staff in curriculum development and the use of editable software. Six federally funded BVT programs were selected to assist in the development and pilot testing of the project's products. (See Appendix A for project abstracts.)

This curriculum guide is intended to be used by vocational training programs in the development of curriculum and instructional resources for the vocational ESL component. As such, the primary user is the vocational ESL teacher. However, other program staff may find the guide helpful as well. Program coordinators will find a listing of the ococupational and language competencies common to data entry operators. Vocational teachers can utilize the vocabulary and resource sections to integrate language reinforcement into their instruction. Counselors and job developers can use the competencies for counseling students and for speaking with potential employers. Because of the unique features in each program, the guide has been designed to be descriptive rather than prescriptive. That is, the various sections of the guide can be used in whole or in part and sequenced to suit each program.

The set of VESL computer lessons developed for each vocational area can serve as tutorial or remedial activities. Vocabulary, grammar, reading skills, and problem solving can be reinforced using the lessons. For further information on the computer software for the vocational area addressed in this guide, see the bibliography in Chapter V.

CHAPTER I
INTRODUCTION

CHAPTER I: INTRODUCTION

This vocational ESL curriculum is designed for VESL teachers as a guide for developing the occupational language component of a vocational training program for limited English proficient youth and adults. To expedite the LEP trainees' transition to the world of work, the curriculum provides a competency-based focus. This approach identifies minimal performance criteria (competencies) needed to function in a given situation. These are derived from the language needs of training, on-the-job communication and job seeking. In a competency-based approach to language teaching, grammar plays a secondary or supportive role to the overall language goal. The advantages a competency-based language approach offers are: 1) a method for selecting relevant language tasks from the total universe of language instruction, 2) program accountability in terms that employers and non-ESL staff can understand, and 3) a means of student evaluation.

The curriculum encompasses the job-related language needs of persons preparing for entry level occupations in the food service field, including cook helper and cook. Persons in these occupations generally have the following responsibilities:

COOK HELPER

- Assists main cook or chef by weighing, cleaning, cutting, grinding and in other ways preparing food items for cooking
- Stores food and carries utensils to and from work stations
- Removes garbage and cleans work areas, equipment and utensils

COOK

- Prepares, seasons and cooks soups, meats, vegetables, desserts and other foodstuffs for consumption
- Reads menu to estimate food needs and orders food supplies
- Tests food being cooked and prepares it for serving, including garnishing

The guide has been developed utilizing the vocational and language competencies common to both continental and Chinese cuisine training. As such, specialized vocabulary particular to specialty dishes has not been incorporated. It represents the equivalent of a 26-32 week full time training cycle. Generally VESL is provided for 2 hours daily.

Several assumptions have been made regarding the learner, the training process, and the VESL class.

Assumptions About the Learner

I. The learner's English proficiency is generally at a high beginning level.

The use of a learner's native language in the training process or on the job allows a person with a very limited knowledge of English to learn a skill and to use that skill on a job. Even with the use of the learner's native language, basic English is very important for functioning. Both research and extensive experience in BVT training have indicated that the learner should have sufficient English language skills to handle basic social interactions and life-coping language needs. (See Appendix B for sample survival ESL competencies.) Therefore, although BVT programs often accept students with very little English, their target population is persons at a high beginning level.

A helpful guide for classifying students by language proficiency is that developed by the Mainstream English Language Training (MELT) Project. The MELT system provides ten Student Performance Levels (SPL). For training in culinary arts, students should have an SPL of II or greater. At SPL II, a person can function in a limited way in situations related to immediate needs and can handle routine entry level jobs that involve only the most basic communication and in which tasks can be demonstrated. Oral communication skills are limited to simple learned phrases using very basic grammar. Literacy is confined to recognizing numbers and common words and writing personal information. (For a complete description of the MELT Student Performance Levels, see Appendix C.)

English proficiency can be tested using either locally developed instruments or standarized tests such as the English as a Second language Oral Assessment (ESLOA), the MELT Basic English Skills Test (BEST), or the Bilingual Vocational Oral Proficiency Test (BVOPT). Native language proficiency and literacy are also taken into account both in terms of the ability to learn English and the type of support materials to be used.

Assumptions About the Training Process

1. The skills training utilizes a competency-based, hands-on approach.

The vocational content listed in this curriculum consists of a list of competencies which students learn to perform. The focus of the instruction is the demonstration, explanation, and practice of a skill. The instruction does not consist of either lengthy lectures or extensive reading about theory or practice.

Observation of vocational training has resulted in the identification of an eight-step process which instructors usually use when teaching a new skill. These steps and the language required are similar to those used for performing a task on the job. Through surveys both teachers and employers have indicated that the major problem with the LEP's performance is due to their inability to comprehend and follow instructions as well as a failure to clarify or verify instructions. The chart below summarizes the steps for learning and performing a task with examples of language for each.

LEARNING A TASK			PERFORMING A TASK		
STEPS		SAMPLE	STEPS		SAMPLE
Assessment of student's knowledge:	Instructor:	What are the types of cuts used for preparing vegetables?	Instructions:	Supervisor:	Prepare these carrots julienne cut.
Task demonstration and explanation:	Instructor:	Place the knife at a 45 degree angle...	Clarification/verification:	Worker: or	How many carrots? O.K., Julienne cut carrots.
Comprehension check:	Instructor: or	Do you understand? What knife do you use for dicing?	Task performance		
Clarification or verification:	Student: or	I understand. Chopped fine?	Feedback:	Supervisor: or	Good job! These are too thick.
Task performance			Acknowledgement:	Worker: or	Thank you. Sorry, I'll cut them finer.
Task completion:	Student:	I've finished.			
Feedback:	Instructor: or	Good job! These are too thick.			
Acknowledgement:	Student: or	Thank you. I'll cut them thinner next time.			

2. **The vocational training is offered bilingually.**

To assure the LEP students opportunity for successful participation, vocational training programs adapt their instruction linguistically and culturally. In the case of BVT programs, the vocational teachers are bilingual individuals who use the student's native language to explain concepts or procedures not understood in English only. Other programs use bilingual aides, peer tutors and bilingual materials to help LEP students understand the vocational content. As the student attains more English, the vocational component relies less on the native language. The vocational teacher also assumes responsibility for reinforcing and practicing the English learned in the VESL class.

Assumptions About the VESL Class

1. **The VESL class should emphasize the language needed to learn the skills and use the skills on the job.**

VESL classes teach the language of the vocational training area - the structures, vocabulary and communication functions specific to a particular job or field. Because one is teaching language within a vocational context, vocational concepts are naturally reinforced. The instructional objectives of the VESL class should be:

a. to teach the students sufficient English to successfully complete the vocational training program.
b. to teach the students sufficient English to function on the job for which she/he is being trained.
c. to teach the students sufficient English to seek and obtain employment.

The VESL class is not intended as a tutoring session for vocational content or an approach to teaching vocational concepts and skills.

2. **The emphasis the VESL class places on listening, speaking, reading, or writing skills should depend on the language demands of the job placement planned and the instructional mode of the vocational training component.**

A cook helper will need more listening skills while a cook requires more speaking and reading. If the vocational instruction is primarily in the native language, less attention has to be placed on those language competencies which relate solely to functioning in the classroom, for example, describing the function of a utensil to demonstrate knowledge, or reading a training manual. When English is the main medium of instruction in the vocational class, students must be prepared to receive information, ask questions, and take tests in English.

3. **The VESL class is offered concurrently with the skills training.**

In a BVT program, the language instruction constitutes a formal component of the program and is taught by persons with experience and/or training in ESL methodology. The VESL class is usually taught daily although some programs offer it three days a week. Generally the VESL class begins at the same time as the training class. In a few cases, VESL instruction begins a few weeks before training to introduce classroom language. (In addition to daily instruction, individual tutoring, lab time on computers or audio equipment, and home learning aids often supplement the VESL class.)

4. **The specific content and sequence for the language component should be derived from and coordinated with one's local vocational curriculum.**

This necessitates strong coordination and cooperation between the vocational and the ESL staff. Coordination can assure that each staff member is working toward the same goal. By cooperating, each instructor can also learn the other's field, thereby facilitating his/her own job. But most importantly, the coordination between the ESL and the vocational staff will result in relevant curriculum and instruction for the LEP student. BVT programs routinely schedule weekly meetings to design coordinated lesson plans, and some programs have found it best for instructors to meet daily.

Local Adaptation of the Curriculum

This section provides a process for adapting the OSCAER curriculum for local use. Most of the steps require the involvement of the VESL teacher as well as the vocational instructor and job developer/counselor. Ongoing team planning is the most efficient approach to insuring complementary instruction which reinforces the vocational and the language skills.

STEP ONE: IDENTIFY AND SEQUENCE VOCATIONAL COMPETENCIES TO BE TAUGHT	
ACTIVITIES	PERSON RESPONSIBLE
a. Determine types of job placements planned and skills required	Vocational teacher and/or job developer
b. Select and adapt (as needed) vocational competencies in Chapter IV.	Vocational teacher and/or job developer
c. Sequence competencies into instructional units.	Vocational teacher and/or job developer

STEP TWO: IDENTIFY LANGUAGE NEEDS FROM TRAINING	
ACTIVITIES	PERSON RESPONSIBLE
a. Interview vocational teacher and counselor/job developer to identify language skills needed (See Appendix D).	VESL teacher
b. Observe classes and review instructional materials used.	VESL teacher
c. Select and adapt (as needed) language competencies in Chapter II.	VESL and vocational teachers

STEP THREE: DEVELOP LESSON PLANS	
ACTIVITIES	PERSON RESPONSIBLE
a. Select lesson outcomes and content-vocational and related language competencies (Chapter II).	VESL and vocational teachers
b. Select grammatical focus and language samples (Chapter III).	VESL teacher
c. Select appropriate learning activities (Chapter IV).	Vocational and VESL teachers
d. Select appropriate learning activities (Appendix E).	VESL teacher
e. Select and/or develop instructional materials (Chapter V).	VESL teacher
f. Select method of student evaluation (Appendix F).	VESL teacher

STEP FOUR: EVALUATE CURRICULUM AND LESSON PLANS	
ACTIVITIES	PERSON RESPONSIBLE
a. Conduct periodic student assessment.	VESL teacher
b. Conduct ongoing teacher assessment.	Project director
c. Request input from vocational teacher(s) and counselor.	VESL teacher and project director
d. Conduct employer and trainee follow-up (See Appendix G).	Job developer

In summary, a curriculum provides the scope and sequence of the course content. A VESL teacher uses the curriculum to design lesson plans which address the students' needs and level of English proficiency. In other words, the curriculum is the "what"; the lesson plans are the "how to."

A lesson plan format and two sample lessons follow. Subsequent chapters and appendices provide the material for developing lesson plans customized to the needs of a particular program.

SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:

LANGUAGE COMPETENCY(IES):

GRAMMATICAL FOCUS:	
LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)

VOCABULARY:

ACTIVITIES:

MATERIALS:

EVALUATION:

COOKING
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
Identify roles of food service staff.

LANGUAGE COMPETENCY(IES):
I.1 Comprehend and identify titles of kitchen personnel.
F.1 Describe duties of kitchen personnel.

GRAMMATICAL FOCUS:

WHAT/WHO questions, personal pronouns, articles, present BE, present tense (3rd person singular), possibly present continuous tense

LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)
Instructor: What (who) is he? Trainee: He's the dishwasher.	Work schedule with job titles and names of people assigned to work.
Instructor: What does he do? Trainee: He sorts, cleans, and stacks the dishes.	
Instructor: Who peels the potatoes? Trainee: A kitchen helper peels the potatoes.	

VOCABULARY:
Job titles of food service workers (see vocabulary for Vocational Competency #2), verbs which describe their duties, question words WHAT/WHO, DO forms

ACTIVITIES:
- Repetition drill: instructor models sentences with names and duties of kitchen staff.
- Instructor asks YES/NO questions about duties of staff.
- Matching: trainees match oral description of job duties with pictures of a kitchen employee and his/her work station.
- Question/answer: instructor asks trainees to describe roles of key staff.
- "Role play": One trainee mimes activities of a particular employee, other trainees describe what he/she is doing (present continuous tense).

MATERIALS:
Actual kitchen and/or pictures and diagrams of kitchen with kitchen staff.

EVALUATION:
Trainees indicate knowledge of roles by succesfully completing matching exercise (see activity above) and/or describing roles in response to direct questions. (If present continuous has been introduced, emphasize distinction between it and simple present tense, especially 3rd person singular.)

COOKING
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
Clean and prepare fresh fruits and vegetables.

LANGUAGE COMPETENCY(IES):
I.5 Comprehend and identify fruits and vegetables.
F.3 Describe function and usage of basic cutting intruments.
T.2 Follow and give basic, multiple step instructions.
C.7 Verify comprehension by repeating a word, phrase, or set of instructions.

GRAMMATICAL FOCUS: WHAT, HOW, YES/NO questions, imperatives, infinitives, present passive, sequence adverbs, prepositional phrases	
LANGUAGE SAMPLES: (Listening/Speaking) Instructor: What vegetables do you peel? Trainees: You peel carrots, potatoes, Instructor: How are carrots peeled? Trainee: Carrots are peeled with a peeler. Instructor: What is a paring knife used for? Trainee: For removing cores and seeds. Instructor: First, you wash them in warm soapy water. Trainee: Soapy? Instructor: Yes, that's right.	(Reading/Writing)

VOCABULARY:
Names of fruits, vegetables, and utensils used for preparing them (see vocabulary for vocational competency #19); related action verbs; expressions such as USED FOR, USED TO, question word HOW

ACTIVITIES:
- Substitution drills: practice names of fruits and vegetables, utensils, and verbs related to the preparation
- Sequencing exercises: teach sequence adverbs and emphasize important vocabulary
- Total physical response: emphasize imperative forms, sequence adverbs, and prepositional phrases related to the vocational task
- Question/Answer drills: practice grammatical forms and vocabulary
- Two-sided dialogues and/or role play: practice giving instructions, asking for verification, and describing function of utensils

MATERIALS:
Actual foodstuffs and utensils, if available; pictures of same; separated pictures and/or written steps of a procedure which students can organize into correct sequence.

EVALUATION:
- Given oral instructions, trainees perform a procedure
- Asked questions, trainees give brief answers to demonstrate knowledge of names, functions of utensils, and procedures
- Trainees give instructions for preparation of a particular fruit or vegetable from start to finish, using appropriate connectors and sequence adverbs

CHAPTER II
LANGUAGE COMPETENCIES

CHAPTER II. LANGUAGE COMPETENCIES

The language competencies listed in this section were identified by observing the language interaction and use in instructional and workplace settings. General VESL competencies from the Work English curriculum were also reviewed and incorporated as needed. The VESL consultants then verified the competencies list and the language samples developed.

The language competencies indicate expected student performance outcomes. The difference between a language competency and a vocational competency is that the language competency involves the learning of language skills needed for performing in a given situation while a vocational competency involves the demonstration of an occupational skill. In some cases a competency may relate to a vocational skill but it may be considered a language skill.

The language competencies herein are divided into six topical areas:

IDENTIFICATION - This topic is vital to the training process. Instructors often identify and define terms prior to the actual skills training. Instructors also require students to identify, refer to, and sometimes define objects or concepts as part of their assessment of a student's knowledge. On the job, however, the worker would simply be required to comprehend and use the name of an item.

FUNCTION AND USAGE - As part of the training process, the instructor often explains the function and usage of items and expects students to do the same as demonstration of knowledge. This is more typical of training conducted primarily in English.

SAFETY AND SANITATION - The competencies in this topic relate to work safety and hygiene and play a vital role in training and on the job.

TASK PERFORMANCE - This topic relates to learning or performing a task. It consists of instructions for a task, performance of a task, request for supplies or assistance, reporting of task completion and feedback interaction. Following directions are as important during training as on the job. Giving directions has different purposes in the two settings - on the job it involves worker to co-worker interaction, while in training the student demonstrates knowledge by listing the procedures.

CLARIFICATION AND VERIFICATION - These are cross-topics, that is, they are a part of the total communication process and can be combined with any other competency or area of the language curriculum. These competencies are intended to insure that the student understands and can be understood by others. They also provide a means for a teacher or supervisor to determine when comprehension has taken place.

GENERAL EMPLOYMENT - This topic relates to competencies needed for obtaining and retaining any job. They are derived from the demands of the pre-employment training component of the vocational program.

Some language competencies have a one to one correspondence with a vocational or employability competency. Others like those under Task Performance are needed for learning most of the vocational skills and performing successfully on the job. Clarification and verification competencies relate to the total curriculum. It becomes apparent that the language competencies can be grouped and sequenced in a number of ways.

Selection and sequence of the language competencies for teaching should be based on: 1) the sequence of the vocational and the pre-employment curriculum, 2) the type and language(s) of instruction, and 3) the students' English proficiency. Generally, clarification competencies are taught from the beginning; task performance competencies are introduced when hands-on skills are taught; and general employment competencies are presented toward the end of the training cycle in preparation for job seeking. Although the language competencies can be sequenced in a variety of ways, some are more appropriate to certain vocational competencies. On page 17 is a list of the vocational competencies with samples of related language competencies which can be taught. The language competencies for general employment do not appear on this list because they relate more to the employability or job seeking component of the program. (For a list of employability competencies, see Appendix H).

IDENTIFICATION

I.1 Comprehend and identify titles of kitchen personnel.

I.2 Comprehend and identify work stations and kitchen equipment.

I.3 Comprehend and identify common cooking, cutting and measuring utensil and devices.

I.4 Comprehend and identify terms & abbreviations for measurement and weight.

I.5 Comprehend and identify fruits and vegetables.

I.6 Comprehend and identify meats and cuts of meat.

I.7 Comprehend and identify fish and seafood.

I.8 Comprehend and identify spices, herbs and condiments.

I.9 Comprehend and identify processes used for cooking.

I.10 Comprehend and state ingredients used and name of specific dish.

I.11 Read labels, cans, boxes, and containers of food products.

FUNCTION AND USAGE

*F.1 Describe duties of kitchen personnel.

*F.2 Describe function of correct usage of kitchen equipment.

*F.3 Describe function and correct usage of basic cutting instruments.

*F.4 Describe function and correct usage of common cooking utensils.

SAFETY AND SANITATION

*S.1 Describe types and causes of fire.

*S.2 Identify various types of fire extinguishers by name.

S.3 Read instructions needed to operate various fire extinguishers.

*S.4 Describe appropriate dress and grooming standards needed for kitchen safety and sanitation.

S.5 Report unsanitary conditions in the workplace.

*S.6 Describe causes of food contamination.

*S.7 Describe appropriate food storage techniques needed to prevent contamination.

*S.8 Describe methods of cleaning and sanitizing utensils and kitchen equipment.

*S.9 Describe proper garbage disposal methods.

S.10 Read safety signs and posters.

S.11 Identify and read names of various types of cleaning products.

*S.12 Describe precautions for preventing accidents or injuries.

S.13 Read labels indicating proper usage of cleaning products.

S.14 Report hazardous conditions.

S.15 Warn someone of danger.

S.16 Report accident.

S.17 Report to oral warnings or basic commands about safety.

TASK PERFORMANCE

Instructions

T.1 Follow and give basic single step instruction.

T.2 Follow and give basic multiple step directions.

T.3 Follow multi-step, sequential instructions.

T.4 Read and follow recipe instructions with ingredients indicated by abbreviations, and fractions.

Assistance

T.5 Indicate shortage of materials and request more.

T.6 Request and respond to request concerning location of person, utensil, equipment or food item.

T.7 State problem and request assistance.

T.8 State need to replace defective equipment or utensils.

Task completion and Feedback

T.9 Request supervisor or trainer to check work.

T.10 Report on progress or completion of work.

*T.11 Describe the quality of prepared foods.

T.12 Offer apology or explanation for incomplete or unsatisfactory work.

T.13 Respond appropriately to positive and negative feedback.

T.14 Respond to work interruption.

T.15 Borrow supplies or utensils.

CLARIFICATION AND VERIFICATION

C.1 Express understanding or lack of understanding.

C.2 Ask someone to repeat a word, phrase or set of instructions.

C.3 Ask someone to speak more slowly.

C.4 Ask someone to pronounce or spell a word.

C.5 Request meaning of word, phrase, sentence or abbreviation.

C.6 Request name or function of an object or substance.

C.7 Verify comprehension by repeating a word, phrase or set of instructions.

GENERAL EMPLOYMENT

G.1 Request information about specific job opening over the phone or in person.

G.2 Read information found in classified ads.

G.3 Inquire about job openings by phone.

G.4 Request directions to job-site.

G.5 Write a job application letter in response to an ad.

G.6 Make an appointment for an interview by phone.

G.7 Complete standard job application form.

*G.8 Respond to specific questions about personal data and previous work experience.

*G.9 Describe job skills and education needed for job.

G.10 State desired job, shift preference and starting date.

G.11 Ask questions regarding duties, salary, benefits, policies and procedures.

G.12 Read and fill out W-4 and insurance forms.

G.13 Read work schedules and verify duties to be performed.

G.14 Request time off or change of schedule.

G.15 Read common deductions on paycheck.

G.16 Report errors on paycheck.

G.17 Report tardiness or absence.

* These competencies are only used in an instructional setting or a job interview to demonstrate understanding and knowledge of content.

CROSS REFERENCE OF VOCATIONAL AND LANGUAGE COMPETENCIES

VOCATIONAL COMPETENCY	LANGUAGE TOPICS					SAMPLE LANGUAGE COMPETENCIES
	I	F	S	T	C	
Orientation						
1. Identify work stations in kitchen	x				x	I.2
2. Identify roles of food service staff	x	x			x	I.1, F.1
3. Identify and demonstrate correct usage of kitchen equipment	x	x	x	x	x	I.2, F.2, S.12
4. Identify and demonstrate correct usage of kitchen utensils	x	x	x	x	x	I.3, F.4
5. Measure ingredients and portions using various measuring devices	x			x	x	I.3-4, I.11
6. Follow directions as given in a recipe	x		x	x	x	T.4
7. Convert recipes to higher and lower yields	x			x	x	I.4
Safety and Sanitation						
8. Determine cause and extinguish a fire	x		x	x	x	S.1-3, S.14-15
9. Use precautions to prevent cuts	x	x	x	x	x	F.3, S.14-15
10. Use precautions to prevent burns	x		x	x	x	S.10, S.12, S.14-15
11. Use precautions to prevent falls and injuries	x		x	x	x	S.10, 12, 14, 15
12. Demonstrate awareness of personal hygiene	x		x		x	S.4
13. Identify unsanitary conditions	x		x		x	S.5
14. Use food preparation techniques which prevent contamination	x		x	x	x	I.9, S.6

I = Identification
F = Function & Usage
S = Safety & Sanitation
T = Task Performance
C = Clarification/Verification

VOCATIONAL COMPETENCY	LANGUAGE TOPICS					SAMPLE LANGUAGE COMPETENCIES
	I	F	S	T	C	
15. Use proper food storage techniques to prevent contamination	x		x	x	x	I.2, I.5-8, S.7
16. Clean and sanitize utensils and kitchen equipment	x		x	x	x	I.2-3, S.8, S.11, S.13
17. Clean and sanitize kitchen area	x		x	x	x	I.2, S.8, S.11, S.13
18. Demonstrate proper disposal of garbage	x			x	x	S.9, I.2
Preparation Procedures						
19. Clean and prepare fresh fruits and vegetables	x		x	x	x	I.2, I.5
20. Prepare fish and shellfish for cooking	x		x	x	x	I.3, I.7
21. Cut vegetables using various cutting methods	x	x	x	x	x	I.5, F.3, S.12
22. Identify cuts of beef, veal, pork, and lamb	x				x	I.6
23. Bone and cut meats and poultry	x	x	x	x	x	I.3, I.6, F.3, S.12
24. Identify names and uses of herbs and spices	x				x	I.8
25. Bread food items	x			x	x	I.9
Cooking and Baking						
26. Cook with moist heat, dry-heat and fat	x	x	x	x	x	I.9, I.10
27. Garnish and decorate dishes for serving	x			x	x	I.3, I.5
28. Mix and knead dough	x		x	x	x	I.9
29. Cut and arrange dough to prepare specific food items	x			x	x	I.9, F.3
30. Prepare breads and rolls	x			x	x	I.9

I = Identification
F = Function & Usage
S = Safety & Sanitation
T = Task Performance
C = Clarification/Verification

CHAPTER III
LANGUAGE SAMPLES

CHAPTER III: LANGUAGE SAMPLES

This chapter provides samples of natural, practical language for each of the language competencies identified in Chapter II. For those competencies involving listening and speaking, dialogues are given at two levels of English proficiency--Level One for high beginning and Level Two for intermediate. Examples of written materials are included for competencies involving literacy skills.

Clarification of Samples

1. For each set of samples, points of grammatical focus have been indicated. Grammatical focus items set off in brackets refer to the grammatical structures emphasized in the instructor's or supervisor's language. Grammatical focus items without brackets are those which should be emphasized in the trainees' language. (For a complete grammatical focus index, see Appendix I).

2. The speakers engaging in the dialogues are identified as instructor and trainee or as supervisor and worker. These titles indicate whether the interactions would typically occur in an instructional or a worksite setting.

3. The samples build in complexity as one proceeds from competency to competency within a topical area. For example, within the topical area "Identification", the language samples for competency I.2 are slightly more complex than those for I.1. A trainee's ability to identify things can range in grammatical complexity from giving YES/NO responses to providing detailed descriptions. While the curriculum attempts to cover an appropriate range of language structures, it is ultimately the task of the VESL instructor to adapt and supplement the samples provided here according to the demands of the particular vocational program.

IDENTIFICATION

COMPETENCY: I.1 COMPREHEND AND IDENTIFY TITLES OF KITCHEN PERSONNEL.

GRAMMATICAL FOCUS:

Level One: [YES/NO + present BE questions, WHAT (WHO) + BE questions, subject pronouns, indefinite articles]
YES/NO short answers, personal pronouns, indefinite articles, definite articles, present BE

Level Two: [Possessive adjectives, WHICH + WOULD LIKE questions]
Personal pronouns, indefinite articles, WOULD LIKE + infinitive

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Is he a baker?	Instructor: What (who) is he?
Trainee: Yes, he is.	Trainee: He's a baker.
Instructor: No, he isn't. He's a cook.	
Level Two	
Instructor: What is his/her job?	Instructor: Which job would you like?
Trainee: She's a waitress.	Trainee: I'd like to be a head chef.

COMPETENCY: I.2 COMPREHEND AND IDENTIFY WORK STATIONS AND KITCHEN EQUIPMENT.

GRAMMATICAL FOCUS:

Level One: [WHAT + BE questions, demonstrative pronouns]
Demonstrative pronouns, singular/plural nouns, present BE

Level Two: [WHERE questions]
WHAT + BE questions, prepositional phrases of location

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: What's this?	Instructor: What are these?
Trainee: That's a grill.	Trainee: Those are infrared lamps.
Level Two	
Trainee: What's this?	Instructor: Where's the salad station?
Instructor: That's a spatula.	Trainee: It's next to the sink.

COMPETENCY: I.3 COMPREHEND AND IDENTIFY COMMON COOKING, CUTTING, AND MEASURING UTENSILS AND DEVICES.

GRAMMATICAL FOCUS:
Level One: [WHAT KIND OF + present BE questions, demonstrative pronouns]
WHAT questions, demonstrative pronouns, descriptive adjectives

Level Two: WHICH + present BE questions, pronoun ONE

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: What's this?	Instructor: What kind of skillet is this?
Instructor: That's a ladle.	Trainee: That's a cast-iron skillet. It's heavy!
Level Two	
Trainee 1: Which is the saucepan?	
Trainee 2: This one is.	

COMPETENCY: I.4 COMPREHEND AND IDENTIFY TERMS AND ABBREVIATIONS FOR MEASUREMENT AND WEIGHT.

GRAMMATICAL FOCUS:
Level One: [HOW MANY questions, WHICH questions, comparative adjectives]
Comparative adjectives

Level Two: HOW MANY questions, WHICH questions, comparative adjectives

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: How many ounces are in a pound?	Instructor: Which is larger, a quart or a liter?
Trainee: Sixteen ounces.	Trainee: A liter is larger.
Level Two	
Trainee: How many tablespoons are in 1/4 of a cup?	Trainee: Which is smaller, a quart or a pint?
Instructor: Four.	Instructor: A pint.

COMPETENCY: I.5 COMPREHEND AND IDENTIFY FRUITS AND VEGETABLES.

GRAMMATICAL FOCUS:
Level One: [WHICH questions]
YES/NO questions, personal pronouns, descriptive adjectives

Level Two: [WHICH + DO questions]
YES/NO questions, complement adjectives, present tense verbs

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: Is this an artichoke?	Instructor: Which color are the bananas?
Instructor: Yes it is.	Trainee: They're green.
Level Two	
Trainee 1: Is the papaya ripe?	Instructor: Which vegetables do you peel?
Trainee 2: No, it isn't.	Trainee: You peel carrots, potatoes, beets, (etc.)...

COMPETENCY: I.6 COMPREHEND AND IDENTIFY MEATS AND CUTS OF MEAT.

GRAMMATICAL FOCUS:
Level One: [Demonstrative adjectives, complement nouns, conjunction OR, superlative adjectives]
Demonstrative adjectives, complement nouns, superlative adjectives

Level Two: [WHAT questions, present passive CALLED, demonstrative adjectives]
Present passive CALLED, superlative adjectives, demonstrative adjectives

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Is this meat port or lamb?	Instructor: What's the most tender cut of meat?
Trainee: That meat is pork.	Trainee: Filet mignon is the most tender.
Level Two	
Instructor: What is this cut called?	Trainee 1: Is Filet mignon the most expensive cut?
Trainee: That cut is called the brisket.	Trainee 2: Yes, it is.

COMPETENCY: I.7 COMPREHEND AND IDENTIFY FISH AND SEAFOOD.

GRAMMATICAL FOCUS:
Level One: Present BE questions, conjunction OR, WHAT questions, irregular plural nouns

Level Two: WHAT KIND OF questions

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: Is this crab or lobster?	Worker 1: What fish are on the menu today?
Instructor: That's crab.	Worker 2: Perch, halibut, cod, and sole.
Level Two	
Trainee: What kind of fish is this?	
Instructor: That's salmon.	

COMPETENCY: I.8 COMPREHEND AND IDENTIFY SPICES, HERBS AND CONDIMENTS.

GRAMMATICAL FOCUS:
Level One: [WHICH questions, pronoun ONE]
Demonstrative pronouns, pronoun ONE, YES/NO questions

Level Two: [WHICH questions, USED FOR + gerund]
Modal CAN, OTHER ONE

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Which one is the curry powder?	Worker 1: Is this the paprika?
Trainee: This one is the curry powder.	Worker 2: No, this one is.
Level Two	
Instructor: Which spices are used for seasoning a pork roast?	Worker 1: Is this the garlic salt?
Trinee: You can use salt, pepper, and caraway seeds.	Worker 2: No, the other one is.

COMPETENCY: I.9 COMPREHEND AND IDENTIFY PROCESSES USED FOR COOKING.

GRAMMATICAL FOCUS:
Level One: [WHAT + CALLED questions, imperative, gerunds]
Gerunds

Level Two: [Present continuous]
Present continuous tense, personal pronouns

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: What is "cooking with low heat" called?	Instructor: Name three processes for cooking with moist heat.
Trainee: Simmering. (That's called simmering.)	Trainee: Boiling, poaching, and blanching.
Level Two	
Instructor: Are we deep frying the shrimp today?	
Trainee: No, we're sauteeing them.	

COMPETENCY: I.10 COMPREHEND AND STATE INGREDIENTS USED AND NAME OF A SPECIFIC DISH.

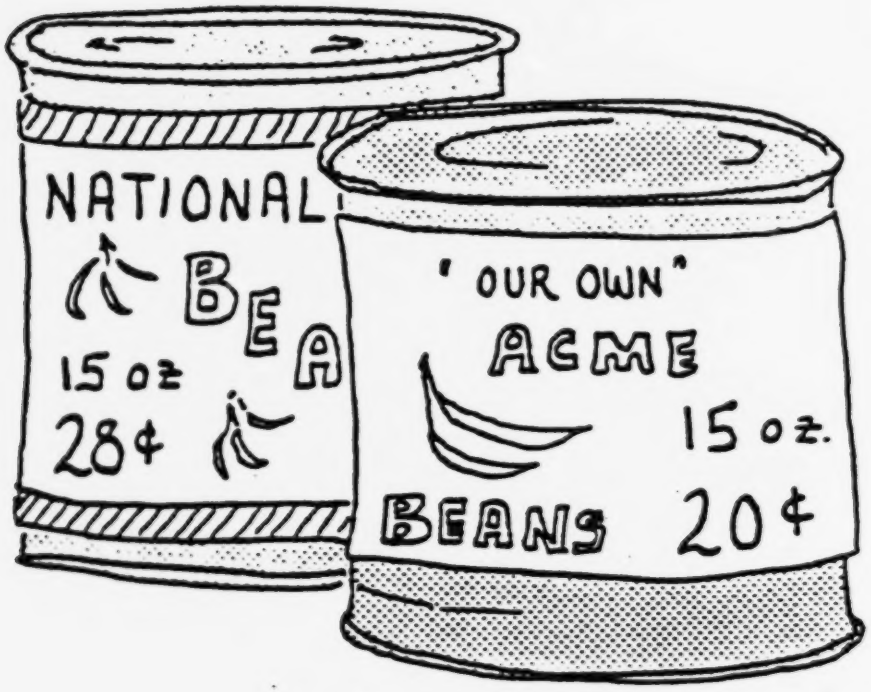
GRAMMATICAL FOCUS:
Level One: [WHAT questions, passive MADE OF]
Passive MADE OF, conjunction AND
Level Two: [Imperative]
MADE WITH, descriptive adjectives, relative pronouns

SAMPLE ORAL LANGUAGE
Level One
Instructor: What's lasagna made of?
Trainee: It's made of noodles, ground beef, cheeses, onions, seasonings, and tomato sauce.
Level Two
Instructor: Describe a Reuben sandwich.
Trainee: It's a grilled sandwich (which is) made with rye bread, corned beef, sauerkraut, swiss cheese, and dressing --usually Thousand Island, French, or Russian salad dressing.

COMPENTENCY: I.11 READ LABELS, CANS, BOXES, AND CONTAINERS FOR FOOD PRODUCTS.

SAMPLE WRITTEN LANGUAGE
See Exhibit 1

Exhibit 1



Source: A Conversation Book. English In Everyday Life, Second Edition. Book 1, Carver, Fotinos, 1985, p. 75

COMPETENCY: F.1 DESCRIBE DUTIES OF KITCHEN PERSONNEL.

GRAMMATICAL FOCUS:
Level One: [DO questions, WHO questions + 3rd person singular present]
3rd person singular present tense

Level Two: [WHAT questions, WHOSE questions, infinitive + objects]
3rd person singular present tense, relative pronouns, adjectival clauses

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: What does a dishwasher do?	Instructor: Who peels the potatoes?
Trainee: A dishwasher sorts, cleans, and stacks the dishes.	Trainee: The kitchen helper peels the potatoes.
Level Two	
Instructor: What is a cook's helper?	Instructor: Whose job is it to peel the potatoes?
Trainee: A cook's helper (is a person who) helps prepare food.	Trainee: The kitchen helper peels the potatoes.

COMPETENCY: F.2 DESCRIBE FUNCTION AND CORRECT USAGE OF KITCHEN EQUIPMENT.

GRAMMATICAL FOCUS:
Level One: [USED FOR]
USED FOR + gerund, USED TO + infinitive

Level Two: [HOW + present passive]
Present passive, prepositional phrases (adverbial)

SAMPLE ORAL LANGUAGE
Level One
Instructor: What's an infrared lamp used for?
Trainee: (It's used) for keeping food hot. (It's used) to keep food hot.
Level Two
Instructor: How are dinners kept warm?
Trainee: Dinners are kept warm with infrared lamps.

COMPETENCY: F.3 DESCRIBE FUNCTION AND CORRECT USAGE OF BASIC CUTTING INSTRUMENTS.

GRAMMATICAL FOCUS:
Level One: [WHY questions, HOW + passive questions]
Infinitives, present passive

Level Two: [WHY, past DO]
Past tense HAVE TO, two word verbs

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Why do you use a boning knife?	Instructor: How are carrots peeled?
Trainee: To remove the bones from the chicken breast.	Trainee: Carrots are peeled with a peeler.
Level Two	
Instructor: Why did he use the butcher knife?	
Trainee: He had to trim the fat off the roast.	

COMPETENCY: F.4 DESCRIBE FUNCTION AND CORRECT USAGE OF COMMON COOKING UTENSILS.

GRAMMATICAL FOCUS:
Level One: HOW + present DO questions

Level Two: [WHEN + present DO questions]
Adverbial phrase with WHEN, descriptive adjectives

SAMPLE ORAL LANGUAGE
Level One
Trainee: How do I use a ladle?
Instructor: You dip it in the pot and remove the broth.
Level Two
Instructor: When do you use a cleaver?
Trainee: When you need to cut a large piece of raw meat.

SAFETY AND SANITATION

COMPETENCY: S.1 DESCRIBE TYPES AND CAUSES OF FIRE.

GRAMMATICAL FOCUS:
Level One: [WHAT KINDS OF + THERE ARE questions]
Noun used as adjective, THERE ARE

Level Two: [WHAT + past tense]
Past tense passive, prepositional phrases (adverbial)

SAMPLE ORAL LANGUAGE
Level One
Instructor: What kinds of fires are there?
Trainee: There are electrical fires, grease fires, and wood, paper or cloth fires.
Level Two
Instructor: What caused this fire?
Trainee: It was caused by grease on the burner.

COMPETENCY: S.2 IDENTIFY VARIOUS TYPES OF FIRE EXTINGUISHERS BY NAME.

GRAMMATICAL FOCUS:
Level One: [YES/NO questions, USED FOR]
Short answers, USED FOR

Level Two: [WHAT KIND OF questions, models + passive]
USED FOR, models + passive

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Is Type A used for wood fires?	Trainee: Is a Type C extinguisher used for electrical fires?
Trainee: Yes, it is.	Instructor: Yes, it is.
Level Two	
Instructor: What kind of fire extinguisher should be used for grease fires?	
Trainee: Type B should be used for grease fires.	

COMPETENCY: S.3 READ INSTRUCTIONS NEEDED TO OPERATE VARIOUS FIRE EXTINGUISHERS.

SAMPLE WRITTEN LANGUAGE
Hold upright. Pull out ring. Aim at base of fire. Squeeze the handle. Sweep from side to side. Etc.

COMPETENCY: S.4 DESCRIBE APPROPRIATE DRESS AND GROOMING STANDARDS NEEDED FOR KITCHEN SAFETY AND SANITATION.

GRAMMATICAL FOCUS:

Level One: [WHY questions, modal MUST (HAVE TO), WHAT questions]
Infinitive, possessive adjective, modal MUST, HAVE TO

Level Two: [WHY questions, modals, adverb + gerund]
Modal MUST, HAVE TO, infinitives, adverbs of frequency

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Why must you (do you have to) wear an apron for work?	Instructor: What must you always do after you use the restroom?
Trainee: To protect your clothes.	Trainee: (You must) wash your hands.
Level Two	
Instructor: Why must you (do you have to) wear a kitchen hat?	Instructor: What must you always do after using the restroom?
Trainee: You must (have to) wear a kitchen hat to keep hair out of food.	Trainee: You must always wash your hands (after using the restroom).

COMPETENCY: S.5 REPORT UNSANITARY CONDITIONS IN THE WORKPLACE.

GRAMMATICAL FOCUS:
Level One: [Future WILL]
Present BE

Level Two: [Future WILL, passive]
There IS/ARE, SHOULD questions, YOU'D BETTER

SAMPLE ORAL LANGUAGE

Level One

Worker: The sink is clogged.

Supervisor: You're right. I'll call housekeeping.
housekeeping.

Level Two

Worker: There is grease on the floor in the aisle.

Supervisor: I'll have Jim take care of it.

Worker 1: There are bugs in the flour.

Worker 2: You'd better tell the supervisor.

COMPETENCY: S.6 DESCRIBE CAUSES OF FOOD CONTAMINATION.

GRAMMATICAL FOCUS:
Level One: [WHY + past DO]
Adverbial clause, personal pronouns, FORGET + infinitive

Level Two: [WHY + past DO questions, WHAT questions]
FORGET + infinitive, simple past tense

SAMPLE ORAL LANGUAGE

Level One

Instructor: Why did the tomatoes mold?

Trainee: (Because) somebody forgot to rotate them.

Level Two

Instructor: Why did the mayonnaise spoil?

Trainee: It spoiled because someone forgot to refrigerate it.

Instructor: What happened here?

Trainee: Someone knocked over this bucket and then the pickles fell on the floor.

COMPETENCY: S.7 DESCRIBE APPROPRIATE FOOD STORAGE TECHNIQUES NEEDED TO PREVENT CONTAMINATION.

GRAMMATICAL FOCUS:

Level One: [Future conditional]
Future WILL

Level Two: [Future conditional]
Future conditional

SAMPLE ORAL LANGUAGE
Level One
Instructor: What will happen if you don't cover the bread?
Trainee: It will dry out.
Level Two
Instructor: What will happen if you don't store milk in the refrigerator?
Trainee: If you don't store it in the refrigerator, it will get sour.

COMPETENCY: S.8 DESCRIBE METHODS OF CLEANING AND SANITIZING UTENSILS AND KITCHEN EQUIPMENT.

GRAMMATICAL FOCUS:

Level One: [HOW + modal SHOULD]
Model SHOULD, adverbs of frequency

Level Two: [HOW + modal SHOULD]
Model SHOULD, prepositional phrases, imperatives

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: How should you sanitize your kitchen area?	
Trainee: You should use a disinfectant and scrub everything everyday.	
Level Two	
Instructor: How should you clean the utensils?	Trainee 1: What should I do with this pot?
Trinee: You should wash them in hot, soapy water.	Trainee 2: Let it soak overnight and wash it tomorrow.

COMPETENCY: S.9 DESCRIBE PROPER GARBAGE DISPOSAL METHODS.

GRAMMATICAL FOCUS:

Level One: [HOW + present DO]
Imperatives, sequence adverbs

Level Two: WHERE questions, SHOULD, imperatives, sequences adverbs, adverbs of location

SAMPLE ORAL LANGUAGE
Level One
Instructor: How do you dispose of the garbage?
Trainee: First put it into a plastic bag. Then tie it and put it in the dumpster.
Level Two
Trainee 1: Where should I put this garbage?
Trainee 2: Put it in the dumpster outside.

COMPETENCY: S.10 READ SAFETY SIGNS AND POSTERS.

SAMPLE WRITTEN LANGUAGE
See Exhibit 2

Exhibit 2

EMERGENCY EXIT

Unplug before cleaning or adjusting.

FIRE ALARM

PULL DOWN

DANGER.
FLAMMABLE MIXTURE.
DO NOT USE NEAR FIRE OR FLAME.

FIRE EXTINGUISHER

Instructions for use:
Hold upright.
Pull out ring.
Aim at base of fire.
Squeeze handle.
Sweep from side to side.

Always wash hands before returning to work.

CAUTION!
Do not take internally.
Close container after each use.
KEEP OUT OF REACH OF CHILDREN

COMPETENCY: S.11 IDENTIFY AND READ NAMES OF VARIOUS TYPES OF CLEANING PRODUCTS.

GRAMMATICAL FOCUS:
Level One: [HOW + modal SHOULD]
Imperative, prepositional phrases (adjectival), USED TO + infinitive

Level Two: [SHOULD (neg) + passive, USED FOR]
Negative imperative, adverb of frequency, USED FOR + gerund

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: How should you clean the sink?	Instructor: What's the purpose of this product?
Trainee: Use the cleaner with Clorox bleach.	Trainee: (It's used) to disinfect silverware.
Level Two	
Instructor: What cleaning compounds shouldn't be mixed?	Instructor: What is ammonia used for?
Trainee: Don't ever (never) mix bleach with ammonia.	Trainee: It's used for cleaning the floors.

COMPETENCY: S.12 DESCRIBE PRECAUTIONS FOR PREVENTING ACCIDENTS OR INJURIES.

GRAMMATICAL FOCUS:
Level One: [Modal SHOULD]
Infinitives

Level Two: SHOULD + passive, future WILL

SAMPLE ORAL LANGUAGE
Level One
Instructor: What should you always remember to do here?
Trainee: Always wipe up spills.
Level Two
Worker 1: The aisles are blocked; they should be cleared.
Worker 2: Yes, you're right. I'll clear them.

COMPETENCY: S.13 READ LABELS INDICATING PROPER USAGE OF CLEANING PRODUCTS.

SAMPLE WRITTEN LANGUAGE	
DANGER: HARMFUL OR FATAL IF SWALLOWED	DANGER Contents are COMBUSTIBLE. Keep away from heat and open flame. VAPOR HARMFUL. Use only with adequate ventilation. Avoid prolonged contact with skin. Wash hands after using. Harmful if swallowed. KEEP OUT OF REACH OF CHILDREN.

COMPETENCY: S.14 REPORT HAZARDOUS CONDITIONS.

GRAMMATICAL FOCUS:
Level One: WOULD LIKE + infinitive, THERE IS/ARE

Level Two: WOULD LIKE + infinitive, THERE IS/ARE, participles, prepositional phrases (adverbial)

SAMPLE ORAL LANGUAGE
Level One Instructor: I'd like to report an unsafe condition. Supervisor: What's the problem? Worker: There's water on the floor.
Level Two Worker: I'd like to report a safety hazard. Supervisor: What's the problem? Worker: There's grease leaking out of the fryolator onto the floor.

COMPETENCY: S.15 WARN SOMEONE OF DANGER.

GRAMMATICAL FOCUS:
Level One: Imperatives (affirmative and negative)

Level Two: Imperatives (affirmative and negative), possessive adjectives, prepositional phrases (adverbial)

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1: Don't walk there!	Worker 1: Watch out!
Worker 2: Oh.	Worker 2: (Physical response).
Level Two	
Worker 1: Don't walk there, the floor is wet!	Worker 1: Watch out for your hand.
Worker 2: Oh!	Worker 2: (Physical response).

COMPETENCY: S.16 REPORT AN ACCIDENT.

GRAMMATICAL FOCUS:
Level One: WANT + infinitive, past tense, prepositional phrases (adverbial)

Level Two: Simple past tense, past continuous tense, adverbial clauses

SAMPLE ORAL LANGUAGE
Level One
Worker: I want to report an accident.
Supervisor: What happened?
Worker: Bob cut his hand with the paring knife.
Level Two
Worker: I want to report an injury.
Supervisor: What happened?
Worker: John fell while he was waxing the floor.

COMPETENCY: S.17 RESPOND TO ORAL WARNINGS OR BASIC COMMANDS ABOUT SAFETY.

GRAMMATICAL FOCUS:

Level One: [REMEMBER + infinitive, FORGET + infinitive]
Short answers, future WILL

Level Two: [WHAT question, past tense]
Reported speech, negative infinitives, apologetic expressions

SAMPLE ORAL LANGUAGE
Level One
Supervisor: Remember to put your utensils away.
Worker: Yes. I will.
Supervisor: Don't forget to unplug the mixer before removing the beaters.
Worker: I won't.
Level Two
Supervisor: What did I tell you about this knife?
Worker: You said not to use it for cutting meat. I'm sorry.

TASK PERFORMANCE

COMPETENCY: T.1 FOLLOW AND GIVE BASIC SINGLE STEP INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: Imperatives, short answers

Level Two: Imperatives, indirect objects, adverbs of location and time, adverbial clauses

SAMPLE ORAL LANGUAGE

Level One

Worker 1: Chop the onions.

Worker 2: O.K.

Level Two

Worker 1: Hand me the soup ladle.

Worker 2: Sure. Here it is.

Worker 1: Could you drain the vegetables for me?

Worker 2: Yeah. Just a minute. After I finish this.

COMPETENCY: T.2 FOLLOW AND GIVE BASIC, MULTIPLE STEP INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: WHAT + DO questions, imperatives

Level Two: WHAT + past DO questions, reported speech

SAMPLE ORAL LANGUAGE

Level One

Worker 1: What do I do?

Worker 2: Peel the onions, scrape the carrot, and shred the lettuce.

Supervisor: Cook the noodles, grease the pan and turn the oven to 350 degrees.

Worker: O.K.

Level Two

Worker 1: What did he tell me to do?

Worker 2: He told you to stir the gravy, preheat the oven, and season the roast.

COMPETENCY: T.3 FOLLOW AND GIVE MULTI-STEP SEQUENTIAL DIRECTIONS.

GRAMMATICAL FOCUS:
Level One: [WHAT questions, HAVE TO, adverbial clauses, sequence adverbs]
HAVE TO, adverbs of time and sequence

Level Two: [Adverbial clauses with gerunds]
HAVE TO, prepositional phrases, sequence adverbs

SAMPLE ORAL LANGUAGE

Level One

Instructor: What do you have to do before you boil the potatoes?

Trainee: You have to peel and cut them.

Trainee: What do I do next?

Supervisor: First, peel and slice the onions. Then fry them in shortening.

Level Two

Instructor: What do you have to do before baking the pork chops?

Trainee: First you have to dip them in beaten egg, and coat them with seasoned break crumbs. Then you have to...

COMPETENCY: T.4 READ AND FOLLOW RECIPE DIRECTIONS.

SAMPLE WRITTEN LANGUAGE

See Exhibit 3

COMPETENCY: T.5 INDICATE SHORTAGE OF MATERIALS AND REQUEST MORE.

GRAMMATICAL FOCUS:
Level One: BE OUT OF, THERE IS/ARE questions, indefinite pronoun ANY

Level Two: [Prepositional phrases of location]
Indefinite adjectives SOME/ANY, indefinite pronoun ANY, HOW MUCH + DO questions, partitive nouns (e.g., A LITTLE)

SAMPLE ORAL LANGUAGE

Level One

Worker: I'm out of garlic salt. Is there any more?

Supervisor: On the shelf above the steam table.

Level Two

Worker 1: I need some white pepper. Do you have any?

Worker 2: How much do you need?

Worker 1: Just a little - a teaspoonful.

DRY SAUTEED STRING BEANS (1 order) 乾扁四季豆

Ingredients:

2 cups string beans
½ cup ground pork
1 tablespoon scallions, chopped
1 tablespoon ginger, chopped
1 teaspoon garlic, minced

Sauce:

1 teaspoon sugar
1 teaspoon MSG
1 teaspoon sesame oil
¼ teaspoon pepper
2 tablespoons light soy sauce
1 tablespoon white vinegar
1 tablespoon cooking sherry

Method:

1. Remove ends from string beans
2. Heat oil for deep-frying. Deep-fry string beans for 5 minutes; remove and drain.
3. Remove all but 3 tablespoons oil from wok and reheat. Stir-fry ground pork until it changes color.
4. Add garlic, ginger, and scallions. Stir-fry for 2 minutes.
5. Add string beans and sauce.
6. Stir-fry until sauce is dry.
7. Serve.

Source: China Institute Chef Program

COMPETENCY: T.6 REQUEST AND RESPOND TO REQUEST CONCERNING LOCATION OF PERSON, UTENSIL, EQUIPMENT OR FOOD ITEM.

GRAMMATICAL FOCUS:

Level One: [Prepositional phrases of location]
WHERE questions, prepositional phrases of loation

Level Two: [Prepositional phrases of location]
WHERE questions, embedded WHERE questions, prepositional phrases of location

SAMPLE ORAL LANGUAGE	
Level One	
Supervisor: Where's the sous chef?	Worker: Where's the baker's scale?
Worker: He's in the walk-in.	Supervisor: It's on the counter next to the microwave oven.
Level Two	
Worker: Where do you keep the condiments?	Worker 1: Do you know where the potatoes are kept?
Supervisor: In the storage cabinet next to the door.	Worker 2: Yes. They're in the storage area on the first floor.

COMPETENCY: T.7 STATE PROBLEM AND REQUEST ASSISTANCE.

GRAMMATICAL FOCUS:

Level One: Modal CAN questions, prepositional phrases, modal CAN (neg.), reflexive pronouns

Level Two: Modal COULD questions, HELP + gerund, modal CAN (neg.) reflexive pronouns

SAMPLE ORAL LANGUAGE
Level One
Worker: Can you help me?
Supervisor: Sure. What's the problem?
Worker: I need help with this flour bin. I can't lift it by myself.
Level Two
Worker 1: Could you give me a hand?
Worker 2: What do you need?
Worker 1: I need help lifting this sack of potatoes. I can't do it by myself.

COMPETENCY: T.8 STATE NEED TO REPLACE DEFECTIVE EQUIPMENT OR UTENSILS.

GRAMMATICAL FOCUS:
Level One: [Imperatives]
ANOTHER, ONE

Level Two: [Imperative, prepositional phrases of location]
Comparative adjectives, ONE, intensifiers

SAMPLE ORAL LANGUAGE
Level One
Worker: I need another peeler. This one is broken.
Supervisor: Here. Take this one.
Level Two
Worker: We need a larger mixing bowl. This one is too small.
Supervisor: Look in the cabinet next to the convection oven.

COMPETENCY: T.9 REQUEST SUPERVISOR OR TRAINER TO CHECK WORK.

GRAMMATICAL FOCUS:
Level One: Modal WOULD questions, polite expressions, HOW'S THIS?

Level Two: [FORGET + infinitive, conjunction BUT]
HOW'S THIS?, tag questions

SAMPLE ORAL LANGUAGE	
Level One	
Worker: Would you check this for me, please?	Worker: How's this?
Supervisor: It's fine.	Supervisor: Pretty good.
Level Two	
Worker: How's this so far?	Worker: This is O.K., isn't it?
Supervisor: Good, but don't forget to add the chives.	Supervisor: Yeah. It's fine.

COMPETENCY: T.10 REPORT ON PROGRESS OR COMPLETION OF WORK.

GRAMMATICAL FOCUS:
Level One: [YES/NO questions]
BE + DONE/FINISHED + gerund

Level Two: BE + DONE/FINISHED + gerund, prepositional phrases (adjectival), conjunction BUT, present perfect tense

SAMPLE ORAL LANGUAGE	
Level One	
Supervisor: Aren't you finished yet?	Worker: I'm done slicing the mushrooms.
Worker: No, no quite.	Supervisor: Good. Now saute them in butter.
Level Two	
Supervisor: Aren't you finished yet?	Worker: I'm done peeling and slicing the beets for the salad, but I haven't started with the carrots.
Worker: No, I'm not quite done.	Supervisor: O.K. You can take a break now.

COMPETENCY: T.11 DESCRIBE THE QUALITY OF PREPARED FOODS.

GRAMMATICAL FOCUS:
Level One: [HOW + present BE questions]
Intensifiers, descriptive adjectives, THERE IS/ARE

Level Two: HOW + BE questions, intensifiers, descriptive and comparative adjectives, future WILL, infinitives

SAMPLE ORAL LANGUAGE	
Level One	
Supervisor: How's the broth?	Supervisor: How does the pasta sauce taste?
Worker: It's too salty.	Worker: It's rather bland. There's not enough garlic in it.
Level Two	
Worker 1: How's the soup?	Supervisor: Did you try the soup?
Worker 2: It's too thick. I'll add water to make it thinner.	Worker: Yes, it's very thin. Let's add cornstarch to make it thicker.

COMPETENCY: T.12 OFFER APOLOGY OR EXPLANATION FOR INCOMPLETE OR UNSATISFACTORY WORK.

GRAMMATICAL FOCUS:
Level One: [SHOULD + present perfect tense]
Apologetic expressions, future WILL

Level Two: [WHY + past DO (negative) questions]
Apologetic expressions, past tense, SUPPOSED TO, noun clauses, future WILL, adverbs of time

SAMPLE ORAL LANGUAGE
Level One
Supervisor: You should have fried the onions.
Worker: I'm sorry. I didn't know. I'll do it right now.
Level Two
Supervisor: Why didn't you shred the cabbage?
Worker: I'm sorry. I didn't know I was supposed to. I'll do it right now.

COMPETENCY: T.13 RESPOND APPROPRIATELY TO POSITIVE AND NEGATIVE FEEDBACK.

GRAMMATICAL FOCUS:
Level One: [Past tense DO, negative imperatives, adverbs of manner]
Adverbs of manner, comparative adverbs

Level Two: THANKS FOR + gerund, SHOULD questions

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: You did a good job!	Supervisor: Don't add the flour so fast.
Trainee: Thanks.	Worker: Oh. More slowly, like this?
	Supervisor: That's right.
Level Two	
Supervisor: You did a good job fixing that salad.	Supervisor: That gravy is too lumpy.
Worker: Thanks a lot!	Worker: Thanks for telling me. Should I add some liquid to it?

COMPETENCY: T.14 RESPOND TO WORK INTERRUPTION.

GRAMMATICAL FOCUS:
Level One: Future WILL, adverbs of location, CAN questions and statements

Level Two: [Adverbial clauses]
Modal CAN, adverbial clauses, future WILL

SAMPLE ORAL LANGUAGE			
Level One			
Worker 1:	I need a hand here.	Worker 1:	Can you help me with the lettuce?
Worker 2:	I'll be right there.	Worker 2:	I can help you in a minute.
Level Two			
Worker 1:	Can you give me a hand over here?	Supervisor:	Before you finish cooking the noodles, light the oven.
Worker 2:	I can help you after I drain the vegetables.	Worker:	Yes, I will.

COMPETENCY: T.15 BORROW SUPPLIES OR UTENSILS.

GRAMMATICAL FOCUS:
Level One: Modals CAN/MAY, possessive adjectives, possessive pronouns

Level Two: CAN/MAY, possive adjectives, possessive pronouns, intensifiers, conjunction BUT

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1:	Can (May) I borrow your apron? Mine got all wet.
Worker 2:	Sure.
Level Two	
Worker 1:	Can (May) I use your paring knife for a minute? Mine is too dull.
Worker 2:	Sure, no problem---but please give it back when you're finished.

CLARIFICATION AND VERIFICATION

COMPETENCY: C.1 EXPRESS UNDERSTANDING OR LACK OF UNDERSTANDING.

GRAMMATICAL FOCUS:
Level One: [YES/NO questions, SUPPOSED TO]
Short answers, apologetic expressions

Level Two: [YES/NO questions, SUPPOSED TO]
Short answers, COULD questions, polite expressions, GET IT idiom

SAMPLE ORAL LANGUAGE

Level One

Supervisor: Do you understand how to deep fry this fish?

Worker: No, I'm sorry. I don't.

Supervisor: Do you understand how you're supposed to stir fry the vegetables?

Worker: Yes, I do. I understand.

Level Two

Instructor: Do you understand how to prepare white sauce?

Worker: No, I'm sorry. Could (would) you please explain it again?

Supervisor: Do you understand now how you're supposed to operate the dishwasher?

Worker: Yes, I do. I get it now.

COMPETENCY: C.2 ASK SOMEONE TO REPEAT A WORD, PHRASE OR SET OF INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: [Imperatives]
Polite imperatives, apologetic expressions

Level Two: [Imperatives]
Modal COULD, embedded WHAT questions, past tense COULD, WHAT + past DO questions

SAMPLE ORAL LANGUAGE

Level One

Trainee: I'm sorry. Please repeat that. (Say that again).

Supervisor: Yes. Use the sifter for the flour.

Level Two

Trainee: Could you please repeat what you said? I couldn't hear you.

Supervisor: Yes. Bread the cutlets.

Supervisor: Mince the onions.

Worker: What did you say?

COMPETENCY: C.3 ASK SOMEONE TO SPEAK MORE SLOWLY.

GRAMMATICAL FOCUS:
Level One: [Imperatives]
Polite imperatives, adverbs of manner

Level Two: [Imperatives]
Polite imperatives, COULD questions, adverbs of manner

SAMPLE ORAL LANGUAGE
Level One
Supervisor: Preheat the oven to 400 degrees.
Worker: Please speak more slowly.
Level Two
Supervisor: Clean and sharpen those knives after you're finished with the salad.
Worker: I'm sorry, could you please speak more slowly?

COMPETENCY: C.4 ASK SOMEONE TO PRONOUNCE OR SPELL A WORD.

GRAMMATICAL FOCUS:
Level One: HOW + DO questions

Level Two: Present tense (negative), embedded HOW clauses, CAN/COULD questions

SAMPLE ORAL LANGUAGE
Level One
Trainee: How do you say/spell/pronounce this word?
Instructor: Like this: Saute, s-a-u-t-e.
Level Two
Trainee: I don't know how to spell _____. Could you please spell it for me?

COMPETENCY: C.5 REQUEST MEANING OF WORD, PHRASE, SENTENCE OR ABBREVIATION.

GRAMMATICAL FOCUS:
Level One: WHAT + DO questions, STAND FOR

Level Two: WHAT + DO questions, STAND FOR

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: What does mince mean?	Trainee: What does lb. stand for?
Instructor: It means to cut into small bits.	Instructor: It stands for pound.
Level Two	
Trainee: What does this (word), (sentence), (phrase), (abbreviation) mean?	Trainee: What does this abbreviation stand for?
Instructor: It means _____ _____.	Instructor: It stands for ounces.

COMPETENCY: C.6 REQUEST NAME OR FUNCTION OF AN OBJECT OR SUBSTANCE.

GRAMMATICAL FOCUS:
Level One: Passive CALLED questions, HOW + DO questions, demonstrative pronouns

Level Two: WHAT + USED FOR questions

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: What is this called?	Trainee: How do you use this?
Instructor: It's a skimmer.	Instructor: You skim off the upper layer with it.
Level Two	
Trainee: What is this knife used for?	Trainee: Is this knife used for boning chicken?
Instructor: It's used for chopping lettuce.	Instructor: Yes.

COMPETENCY: C.7 VERIFY COMPREHENSION BY REPEATING A WORD, PHRASE OR SET OF INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: [Imperative]
Definite articles

Level Two: Tag questions, partitive nouns

SAMPLE ORAL LANGUAGE
Level One
Instructor: Use the French knife.
Trainee: The French knife?
Instructor: Yes.
Level Two
Trainee 1: You said a cup of vinegar, didn't you?
Trainee 2: That's right, a cup.

GENERAL EMPLOYMENT

COMPETENCY: G.1 REQUEST INFORMATION ABOUT SPECIFIC JOB OPENINGS OVER THE PHONE OR IN PERSON.

GRAMMATICAL FOCUS:
Level One: [Adverbs]
YES/NO + DO questions, adjectival prepositional phrases

Level Two: [Present perfect passive]
Present continuous, adverbial prepositonal phrases

SAMPLE ORAL LANGUAGE	
Level One	
Trainee:	Do you have any openings for a dishwasher?
Employer:	No, not right now.
Level Two	
Trainee:	I'm calling about the kitchen help job.
Employer:	I'm sorry. It's already been filled. Check with us next month.

COMPETENCY: G.2 READ INFORMATION FOUND IN CLASSIFIED ADS.

SAMPLE WRITTEN LANGUAGE
See Exhibit 4

Exhibit 4

Help Wanted

NURSES AIDES
Full or part time
For modern nursing home
Excellent fringe benefits
Call Mrs. Donovan, R.N.
532-0768

FULL CHARGE BOOKKEEPER
Call 927-5000
or apply in person
NORTHERN
SHOE BINDINGS CO., INC.
[illegible], Estab St.,
Danvers, MA 01915

SECRETARY
Good typing and general office skills. Pleasant telephone manner. Shorthand a plus. Contact: Mr. Timothy for appointment
532-1116

ARE YOU GREAT?
$225-$250
[illegible] If you have excellent typing and shorthand with ability to take charge, then this exciting position could be yours.
SNELLING & SNELLING
EMPLOYMENT CONSULTANTS
20 STATE STREET, LYNN 593-1000

SWITCHBOARD OPERATOR/ TYPIST
20/40 wpm. Excellent telephone skills. Will train right person. Excellent fringe including relocation assistance program. For personal interview call or write.
UNITED TECHNOLOGIES
Bassa Group
247 Lynnfield St.
Peabody, MA 01960
531-7100 Ext. 31
An equal opportunity employer
M/F/H/V

Help Wanted

WORD PROCESSING OPEN
Opportunities at all levels for W.P. Specialists with experience. Tuition reimbursement.
NICKEL'S PLACEMENT SERVICE
462 Broadway
At Route 1 Lynnfield
581-0623

MANAGER FOR HEALTH SPA
Women's World Health Spa in Danvers is seeking experienced manager with strong sales background. Responsible for management of staff, exercise, diet, promotional activities and sales. Salary plus commission. Good opportunity for a motivated person.
Call between 3 and 7 p.m.
774-0223

LABORERS
$7.64
per hour plus benefits
One full-time and part-time employees. For all phases of building and ground maintenance.
Send resumes to Peabody Housing Authority 75-81 Central St., Peabody, MA 01960. Last day of filing February 13, 1981
Affirmative Action/Equal Opportunity Employer

PROPERTY MANAGER
Maintenance oriented, for large multi tenant industrial properties in Salem and Andover, Mass. Good salary and benefits. Steady full-time job.
Call Bruce Erikson
289-2506 or 744-0556
or send resume to
SHETLAND PROPERTIES
P.O. Box 986
Salem, MA 01970

Help Wanted

R.N. or L.P.N.
Full or part time, for modern nursing home. Excellent fringe benefits.
Call Mrs. Donovan
532-0768

HOUSEKEEPER
Mature person. 7 a.m. to 2 p.m. Several days per week.
LAFAYETTE CONVALESCENT HOME
631-4838
Call Mrs. Edwards
between 8 a.m. and 2 p.m.

NURSES' AIDES
Positions currently available, part time, 11:15-7:15. Weekends, 7-3:30. Formal nurse's aide training program. Excellent salary and benefit program. Apply in person for interview between 10 a.m. & 4 p.m.
LIBERTY PAVILION NURSING HOME
56 Liberty Street
Danvers
An equal opportunity employer

FOREMAN FOR LATHE DEPT.
Must be familiar with tape controlled machines and conventional type. Will supervise small group of people. Top salary for right person. Right person does not need supervisory experience but does need good machine shop knowledge.

QUALITY CONTROL INSPECTOR
To supervise and manage small group of people. Must have experience in setting up proper quality control procedures. Top salary for capable person. All replies held in strict confidence.
Reply to:
P.O. Box C.D. 1048
Salem, MA 01970

Help Wanted

Work at home on the phones contacting our customers in your spare time. Over 18. 777-3588.

DIETARY UTILITY PERSON
Mature person. 3 p.m. to 7 p.m. shift. Monday through Friday. Will require some supervising. Call for appointment. 631-4633. Lafayette Convalescent Home.

RELIEF COOK
Part time position available for a reliable person to prepare meals for 100 bed extended care facility. Willing to train responsible cook in preparation and serves of therapeutic diets. Excellent salary.
For further info call
Ms. Andrews, Administrator
at 774-0855.
CEDAR GLEN
Skilled Nursing Facility

Registered Medical Technologist
Part Time
For Chemistry Lab.
7 a.m. to 12 noon.
Monday thru Friday.
Contact Mr. Dow at:
531-2900, ext. 256.
J.B. Thomas Hospital
15 King Street
Peabody, MA 01960

Source: A Writing Book, English in Everyday Life, Carver, Fotinos, 1985, p. 135.

BEST COPY AVAILABLE

COMPETENCY: G.3 INQUIRE ABOUT JOB OPENINGS BY PHONE.

GRAMMATICAL FOCUS:
Level One: DO questions, THERE/IS ARE questions, indefinite adjective ANY

Level Two: Modal COULD questions, embedded IF questions

SAMPLE ORAL LANGUAGE	
Level One	
Trainee:	Do you have (are there) any job openings?
Employer:	Yes. We need kitchen help for the evening shift.
Level Two	
Trainee:	Could you tell me if you have any openings for kitchen help?
Employer:	No. I'm sorry, we don't.

COMPETENCY: G.4 REQUEST DIRECTIONS TO A JOB SITE.

GRAMMATICAL FOCUS:
Level One: [Imperatives, direction words]
HOW + DO questions, hadverbial prepositional phrases

Level Two: [Adverbial prepositional phrases]
Modal COULD, embedded WHERE questions

SAMPLE ORAL LANGUAGE	
Level One	
Trainee:	How do I get to your restaurant? I'm at North and Fifth Avenues.
Employer:	Go ten blocks east on North Avenue.
Level Two	
Trainee:	Could you tell me where you are located?
Employer:	We're at the corner of Thatcher and North in River Forest.

COMPETENCY: G.5 WRITE A JOB APPLICATION LETTER IN RESPONSE TO AN AD.

SAMPLE WRITTEN LANGUAGE
See Exhibit 5

COMPETENCY: G.6 MAKE AN APPOINTMENT FOR AN INTERVIEW BY PHONE.

GRAMMATICAL FOCUS:

Level One: [Modal COULD, adverbial prepositional phrases]
Future WILL, prepositional phrases

Level Two: WOULD LIKE + infinitive, adverbial prepositional phrases, WOULD + BE, LOOK FORWARD TO + gerund, adverbs of time

SAMPLE ORAL LANGUAGE	
Level One	
Employer:	Could you come for an interview at 10:00 tomorrow morning?
Trainee:	O.K. I'll see you at 10:00. Thank you.
Level Two	
Employer:	What time could you come in for an interview?
Trainee:	I'd like to come sometime tomorrow afternoon.
Employer:	O.K., how about 4:00?
Trainee:	That would be fine. I look forward to seeing you at 4:00 tomorrow afternoon.

Exhibit 5

SAMPLE COVER LETTER

COOKING

(Your address)

September 1, 1987

Mr. James Smith
Porterhouse Restaurant
407 N. LaSalle Street
Chicago, IL 60608

Dear Mr. Smith:

I would like to apply for the position of cook's helper as advertised in the August 26 Chicago Tribune. Enclosed is a copy of my resume.

I have a total of two years experience in restaurant work. Next week I will be completing the Cook's Training Program at Arapahoe College. My training included 120 hours of intensive instruction in food preparation, baking, and kitchen sanitation.

I believe I would make a positive contribution to your restaurant and would like to meet with you to discuss my qualifications. I can be reached weekday afternoons between 3:00 and 5:00 at (312) 278-1259.

Sincerely,

(Your signature)

(Your Name)

Enclosure

COMPETENCY: G.7 COMPLETE A STANDARD JOB APPLICATION FORM.

SAMPLE WRITTEN LANGUAGE
See Exhibit 6

COMPETENCY: G.8 RESPOND TO SPECIFIC QUESTIONS ABOUT PERSONAL DATA AND PREVIOUS WORK EXPERIENCE.

GRAMMATICAL FOCUS:

Level One: [WHAT KIND OF questions]
Past tense
[Present perfect questions]

Level Two: Present perfect continuous tense, FOR/SINCE

SAMPLE ORAL LANGUAGE	
Level One	
Employer:	What kind of work experience do you have?
Trainee:	I worked as a dishwasher for three years and as a kitchen helper for one year.
Employer:	Do you have a valid driver's license?
Trainee:	Yes, I do.
Level Two	
Employer:	What kind of work experience have you had?
Trainee:	I've been working as a cook since 1986, and I've participated in a 4-month cooking training program.
Employer:	Do you have a valid driver's license?
Trainee:	Yes. I've been driving for ten years.

Exhibit 6

MAC PRODUCTS CORPORATION

EMPLOYMENT APPLICATION
CONFIDENTIAL

PERSONAL

NAME _____ DATE _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

SOCIAL SECURITY NO. _____ TELEPHONE NO. _____

U.S. CITIZEN: ☐ YES ☐ NO IF NO, GIVE ALIEN NO. _____

TO BE ANSWERED ONLY IF HIRED.

MARITAL STATUS _____ NO. OF CHILDREN _____ AGES _____ SPOUSE'S FIRST NAME _____

DATE OF BIRTH _____ SEX. MALE _____ FEMALE _____

POSITION DESIRED _____ REFERRED BY _____

QUALIFICATIONS FOR POSITION _____

EDUCATION

SCHOOL	DATES FROM	DATES TO	NAME OF SCHOOL	CITY	COURSE	DID YOU GRADUATE?
GRAMMAR						
HIGH						
COLLEGE						
OTHER						

MILITARY SERVICE

BRANCH OF SERVICE _____ DATE ENTERED _____ DATE DISCHARGED _____

DUTIES _____

WORK HISTORY LAST JOB FIRST (Use Other Side If More Space Is Needed.)

NAME & LOCATION OF COMPANY	DATES (Mo/Yr) FROM	DATES (Mo/Yr) TO	DUTIES	SALARY START	SALARY FINAL	REASON FOR LEAVING
Supervisor:						
Supervisor:						
Supervisor:						
Supervisor:						
Supervisor:						

I hereby certify that the above is true and correct and any incorrect information will result in not being considered for the position or immediate dismissal if hired. I further give my permission to check the above information as you may require.

_____
Signature of Applicant

FOR OFFICIAL USE ONLY

☐ NOT HIRED ☐ HIRED DEPT _____

JOB TITLE _____ _____ BY

RATE _____ PER _____

REMARKS _____

EEO CLASSIFICATION

_____ _____ _____

Form 6114 Rev. 5

COMPETENCY: G.9 DESCRIBE JOB SKILLS AND EDUCATION NEEDED FOR JOB.

GRAMMATICAL FOCUS:

Level One: [Present perfect tense questions]
Modal CAN, simple tast tense

Level Two: Modal CAN, present perfect tense, adverbs of time, simple past tense

SAMPLE ORAL LANGUAGE	
Level One	
Employer:	What are your qualifications for this job?
Trainee:	I can prepare vegetables; I can make salads.
Employer:	What training have you had?
Trainee:	I finished a cooking training program at _____.
Level Two	
Employer:	What are your qualifications for this job?
Trainee:	I can bake break, rolls, and different types of pastry.
Employer:	What training have you had?
Trainee:	I've just finished the 15-week vocational program at _____. We received hands-on baking experience and English language instruction.

COMPETENCY: G.10 STATE DESIRED JOB, SHIFT PREFERENCE AND STARTING DATE.

GRAMMATICAL FOCUS:

Level One: [WHAT + present continuous, WHEN + modal COULD]
Present continuous tense, COULD, prepositional phrases, adverbs of time

Level Two: [WHEN + WOULD questions]
Modal COULD, time expressions, PREFER

SAMPLE ORAL LANGUAGE	
Level One	
Employer:	What job are you applying for?
Trainee:	I'm applying for the cook's helper job.
Employer:	When could you start?
Trainee:	I could start next Monday.
Level Two	
Employer:	When would you be able to start?
Trainee:	I could start two weeks from today.
Employer:	Do you want the day or night shift?
Trainee:	I prefer the day shift.

COMPETENCY: G.11 ASK QUESTIONS REGARDING DUTIES, SALARY, BENEFITS, POLICIES AND PROCEDURES.

GRAMMATICAL FOCUS:

Level One: [HAVE TO]
HOW MUCH + BE questions, WHAT + BE questions

Level Two: WHAT KIND OF, THERE IS/ARE questions, prepositional phrases (adverbial)

SAMPLE ORAL LANGUAGE	
Level One	
Trainee:	How much is the starting salary?
Employer:	Minimum wage - $3.35 per hour.
Trainee:	What are my main responsibilities and duties?
Employer:	You have to make the salads and peel and cut the vegetables.
Level Two	
Trainee:	What kind of benefits do you employees receive?
Employer:	Paid holidays and sick days and a week of vacation after a year.
Trainee:	Are there opportunities for advancement?
Employer:	Yes, but only with more training.

COMPETENCY: G.12 READ AND FILL OUT W-4 AND INSURANCE FORMS.

SAMPLE WRITTEN LANGUAGE
See Exhibit 7

Exhibit 7

Form **W-4** (Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No 1545 0010

1 Type or print your full name

2 Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

3 Marital Status ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box

4 Total number of allowances you are claiming (from line F of the worksheet on page 2)

5 Additional amount, if any, you want deducted from each pay $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here ▶ Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

8 Office code

9 Employer identification number

70

COMPETENCY: G.13 READ WORK SCHEDULES AND VERIFY DUTIES TO BE PERFORMED.

SAMPLE WRITTEN LANGUAGE
See Exhibit 8

COMPETENCY: G.14 REQUEST TIME OFF OR CHANGE OF SCHEDULE.

GRAMMATICAL FOCUS:
Level One: [THERE IS/ARE, conjunction BUT]
WOULD LIKE + infinitive COULD questions

Level Two: Present conditional tense, WOULD LIKE + infinitive, INSTEAD OF, adverbial phrases (BECAUSE)

SAMPLE ORAL LANGUAGE	
Level One	
Worker: I'd like to change to the day shift.	Worker: Could I leave at 3:00 this afternoon?
Employer: There aren't any openings just now. Talk to me next month.	Employer: Yes, but stay an hour later tomorrow.
Level Two	
Worker: If (it's) possible, I'd like to change to the day shift.	Worker: I'd like Saturday off instead of Sunday this week because Saturday is my daughter's birthday.
Employer: Sure. You can start next Monday.	Employer: See if John will switch with you.

COMPETENCY: G.15 READ COMMON DEDUCTION ON PAYCHECK.

SAMPLE WRITTEN LANGUAGE
See Exhibit 9

WEEKLY SCHEDULE For Week Ending 7-7-85

EMPLOYEE	MON. 7/1	TUES 7/2	WED 7/3	THURS 7/4	FRI. 7/5	SAT 7/6	SUN. 7/7
Le, Nhan Thi	6am – 2pm	8:30 am – 4:30 pm	X		8:30 am – 4:30 pm	X	12:30 am – 8:30 am
Pok, Saron	X	6 am – 2 pm	X		2 pm – 10 am	8:30 am – 4:30 pm	
Prak, Sath	8:30 am – 4:30 pm	X	8:30 am – 4:30 pm		12:30 am – 8:30 am	4:30 pm – 12:30 am	X
Sangathit, orntha	12:30 a.m – 8:30 am	4:30 pm – 12:30 pm	8:30 am – 4:30 pm		X	X	6 am – 2 pm
St. Vil, Emmanuela	X	2pm – 10 pm	4:30 pm – 12:30 am		12:30 am – 8:30 pm	8:30 am – 4:30 pm	X
Teup, Khan	4:30 pm – 12:30 a.m	X	2 pm – 10 pm		X	12:30 am – 8:30 pm	4:30 pm – 12:30 am
Thammavong, Noukao	X	12:30 am – 8:30 am	12:30 am – 8:30 am		4:30 pm – 12:30 am	X	2 pm – 10 pm
Thao, Koua	4:30 pm – 12:30 am	X	4:30 pm – 12:30 am		X	2 pm – 10 pm	8:30 am – 4:30 pm
Tran, Khan	2 pm – 10 pm	8:30 am – 4:30 pm	6 am – 2 pm		4:30 pm – 12:30 am	X	X

HOLIDAY

- 19 -

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Exhibit 8

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Exhibit 9

MERRILL, INC. No. 5283

April 26, 1985

Pay to the Order of

Ann Johnson $ 391.77

Three Hundred Ninety-one and 77/100

Virginia Merrill

1:9003891:317001:220:9

NAME: ANN JOHNSON

Regular Hours	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay	Period Ending
80	15	400.00	112.50	512.50	4/27/85

Deductions This Pay Period

Fed. With. Tax	F.I.C.A.	State Tax	Insurance	Union Dues
45.92	33.50	28.81	12.50	00.00

Gross Pay	Net Pay
512.50	391.77

Earnings This Pay Period

Gross Pay	Fed. Tax.	F.I.C.A.	State Tax	Insurance	Union Dues
2850.00	202.92	187.60	124.79	50.00	00.00

Year-To-Date Totals

Source: Speaking Up At Work, Robinson, Rowe Kamp, 1985, P. 50.

COMPETENCY: G.16 REPORT ERRORS ON PAYCHECK.

GRAMMATICAL FOCUS:
Level One: CAN questions, noun clauses, THERE IS/ARE

Level Two: Conjunction BUT, noun clauses

SAMPLE ORAL LANGUAGE	
Level One	
Worker:	Can I speak to you for a minute?
Employer:	What can I do for you?
Worker:	I think there's a mistake on my paycheck.
Level Two	
Worker:	Excuse me, but I think there's a mistake here. My overtime isn't on this check.
Employer:	Check with payroll.

COMPETENCY: G.17 REPORT TARDINESS OR ABSENCE.

GRAMMATICAL FOCUS:
Level One: [Imperative]
Future GOING TO, negative future WILL

Level Two: Apologetic expressions, simsple past BE, past tense WOULD, past HAVE TO, negative future WILL, adverbial clauses

SAMPLE ORAL LANGUAGE			
Level One			
Worker:	I'm going to be late today. My car won't start.	Worker:	I won't be in today, I'm sick.
Employer:	O.K. Come in as soon as you can.	Employer:	O.K. Please call again if you won't be in tomorrow.
Level Two			
Worker:	I'm sorry I was late today. My car wouldn't start and I had to take this bus.	Worker:	I won't be in tomorrow morning because I have to take my son to the doctor.
Employer:	Thanks for calling	Employer:	Sorry to hear he's sick. Come as soon as you can.

CHAPTER IV
VOCATIONAL COMPETENCIES AND VOCABULARY

CHAPTER IV. VOCATIONAL COMPETENCIES AND VOCABULARY

This section consists of vocational competencies and vocabulary related to each competency. The competencies were identified in a three-step process. First, the OSCAER staff reviewed the DACUM (Developing a Curriculum) and V-TEC (Vocational-Technical Education Consortium of States) task analysis of typical food service jobs and made a master list of all competencies. The second step involved OSCAER consultant review of the competencies and identification of those competencies which are addressed in their own training programs. The last step involved combining, editing, and re-wording the competencies. The competency list found in this section is the final result of that process.

The vocabulary identified for each vocational competency was identified using a two-step process. First, the vocational competencies were divided into two groups and each group was sent to a VESL consultant who identified vocabulary for each competency. Then, the consultants reviewed each other's lists and added, deleted, or rearranged items.

The vocabulary includes both technical and non-technical items. It is important to note that these words have been identified as important in most training and work situations. Because of the diversity of food dishes taught in various programs, the list is not all-inclusive. A local program will find that additional vocabulary items, especially those related to a type of specialty cooking, should be identified and included in the VESL instruction. A number of illustrations have been included as samples of the type of visuals a teacher might use in a cooking program.

These competencies and vocabulary items are resources for VESL teachers who are preparing their curriculum and lesson plans. The competencies identify the projected outcomes of the vocational training. The associated vocabulary items should be taught and reinforced within a communicative context in the VESL class. Using the vocational competencies as focal points, the VESL instructor can develop lessons which incorporate the associated vocabulary while emphasizing the language competencies and grammatical forms related to those vocational competencies.

VOCATIONAL COMPETENCY 1: IDENTITY WORK STATIONS IN KITCHEN

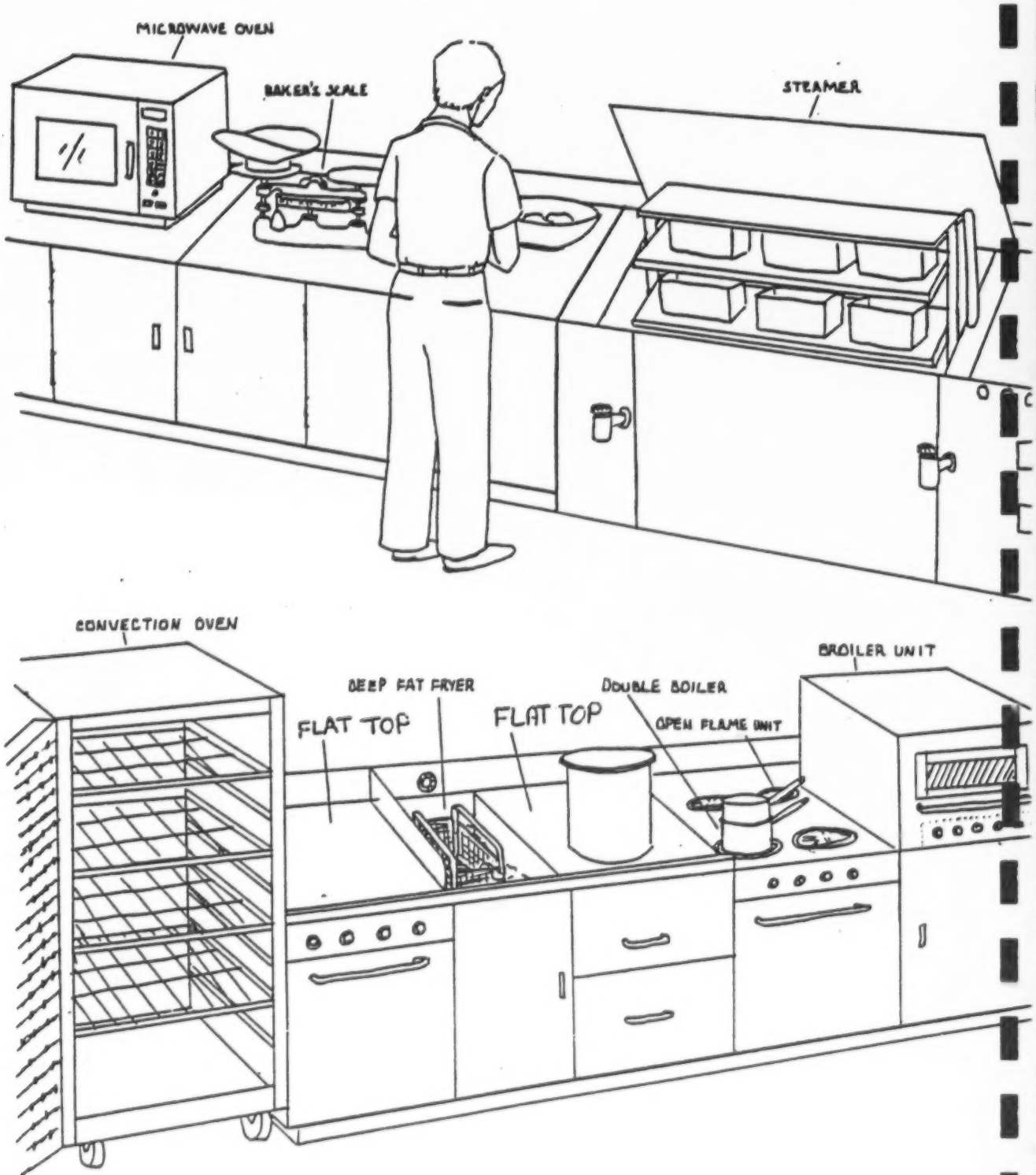
Nouns	Adj./Adv	Verbs
area	cleaning	be
broiler station	cooking	pick up
fish	cutting	
grill	deep-frying	
meat	dish-washing	
table	preparing	
line	storing	
salad station	washing	
steam table station	working	
soup station		
vegetable		
waiter station		

VOCATIONAL COMPETENCY 2: IDENTIFY ROLES OF FOOD SERVICE STAFF

Nouns	Adj./Adv.	Verbs
baker		be
bar		clean
barmaid		cook
bartender		cut
butcher		deep fry
boss		do
captain		order
chef, chief		pre-cook
chef, second		prepare
chef, sous		serve
chef, head		wait on
chef, master		wash
cook		
cooks helper		
dish washer		
doorman		
employer		
employee		
host		
hostess		
kitchen		
kitchen help		
manager		
restaurant		
relief cook		
saute cook		
waiter		
waitress		

VOCATIONAL COMPETENCY 3: IDENTIFY AND DEMONSTRATE CORRECT USAGE OF KITCHEN EQUIPMENT

Nouns	Adj./Adv.	Verbs
Cooking equipment:	assembled	bake
broiler	closed	barbeque (BBQ)
burner	high	broil
deep fryer	immersible	clean
grill	lit	close
griddle	low	deep fry
oven, convection	medium	grind
oven, conventional	on/off	hold
oven, infrared	open	mix
oven, microwave		open
pilot		pull
pilot light		plug in
steamer, pressure		shut down
steamer, convection		shred
stove		slice
		stop
Processing equipment:		touch
blade		turn on/off
blender		unplug
bottle/can opener		use
food grinder		ventilate
mixer		wait
motor		watch
paddle		work
shredder		
slicing machine		
speed		
Holding and Storage:		
cooler		
freezer		
infrared lamps		
refrigerator		
steam table		
walk-in		
water level		
attachments		
cord		
door		
gas		
knob		
machine		
steam		
temperature		



COMMERCIAL KITCHEN

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VOCATIONAL COMPETENCY 4: IDENTIFY AND DEMONSTRATE CORRECT USAGE OF KITCHEN UTENSILS

Nouns	Adj./Adv.	Verbs
Pans/pots:	aluminum	bake
bain marie pans	cast-iron	beat
baking pan	copper	boil
cake pan	heavy	burn
double boiler	large	cook
muffin tin	no-stick	drain
pie pan	plastic	fry
roasting pan	small	grate
sauce pan		hold
sauce pot		mix
saute pan		peel
sheet pan		rinse
skillet		roast
steam table pan		roll
stock pot		saute
teapot		scape
wok		shred
		sift
chop stick		skim
chopping block		stir
collander		stir fry
cork screw		strain
cutting board		turn
dish		
dish rack		
fork		
grater		
laddle		
mixing bowl		
peeler		
rolling pin		
sifter		
skimmer		
spoon		
spatula		
strainer		
tongs		
wire beater/whip		

KITCHEN UTENSILS

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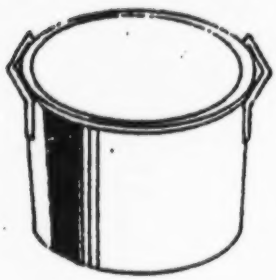

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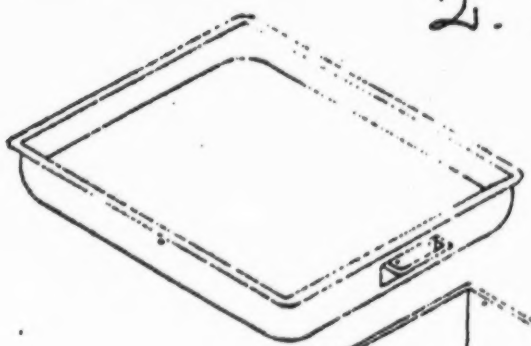

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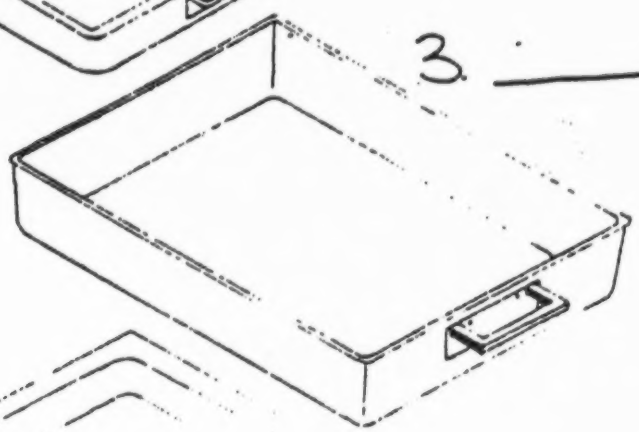

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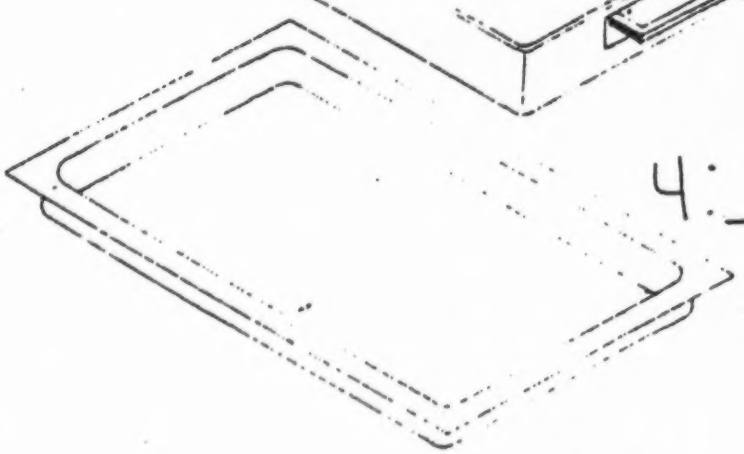

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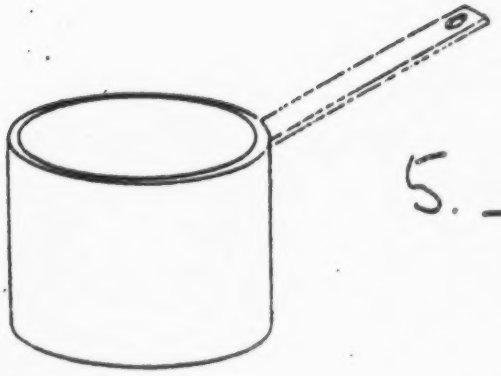

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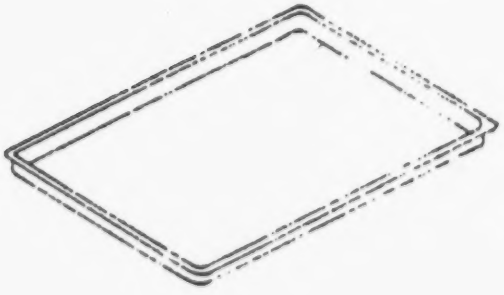

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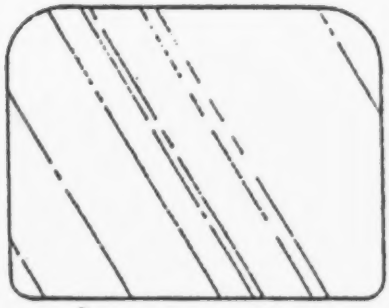

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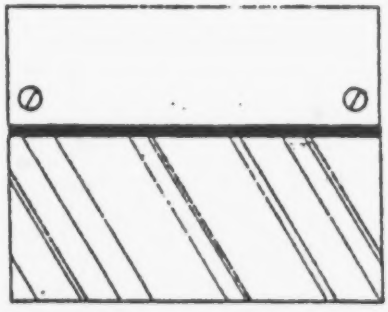

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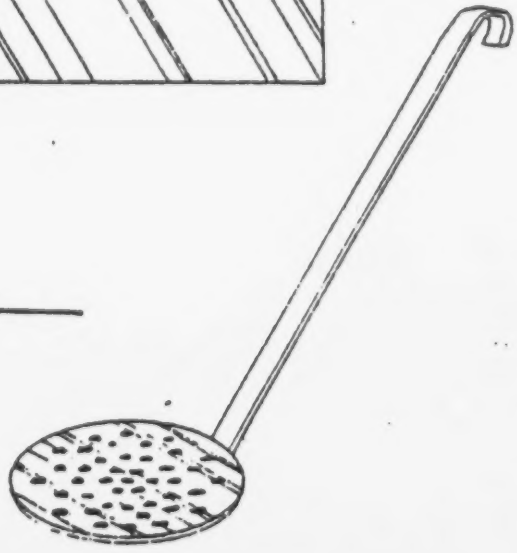

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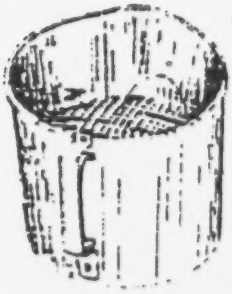

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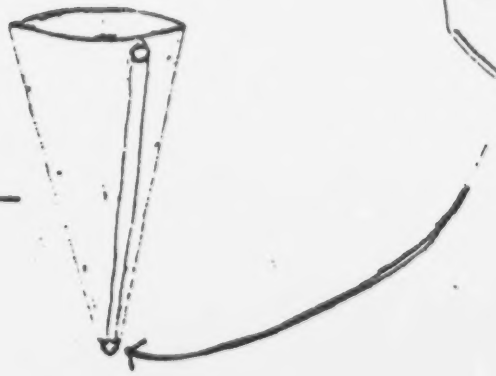

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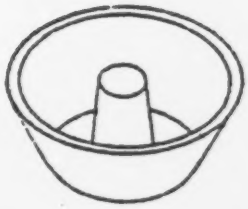

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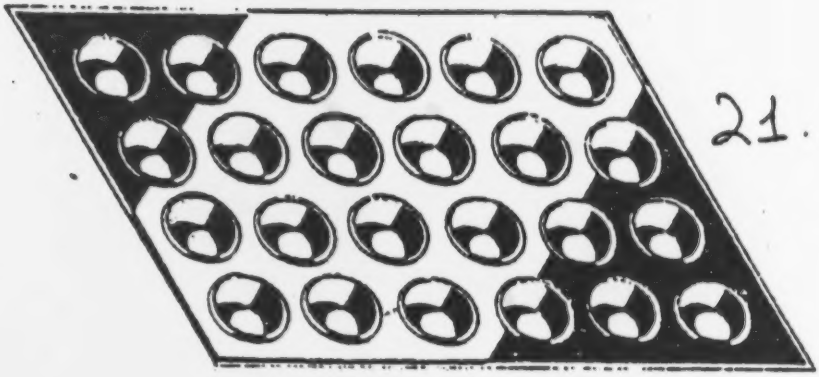

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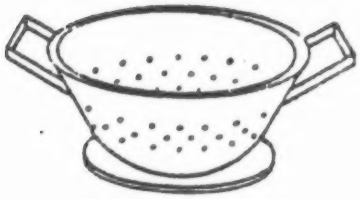

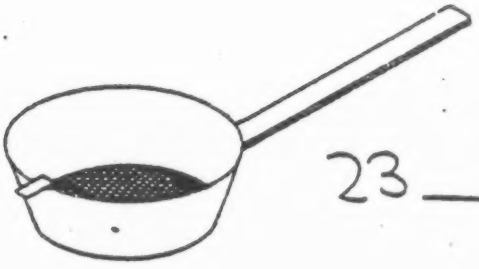

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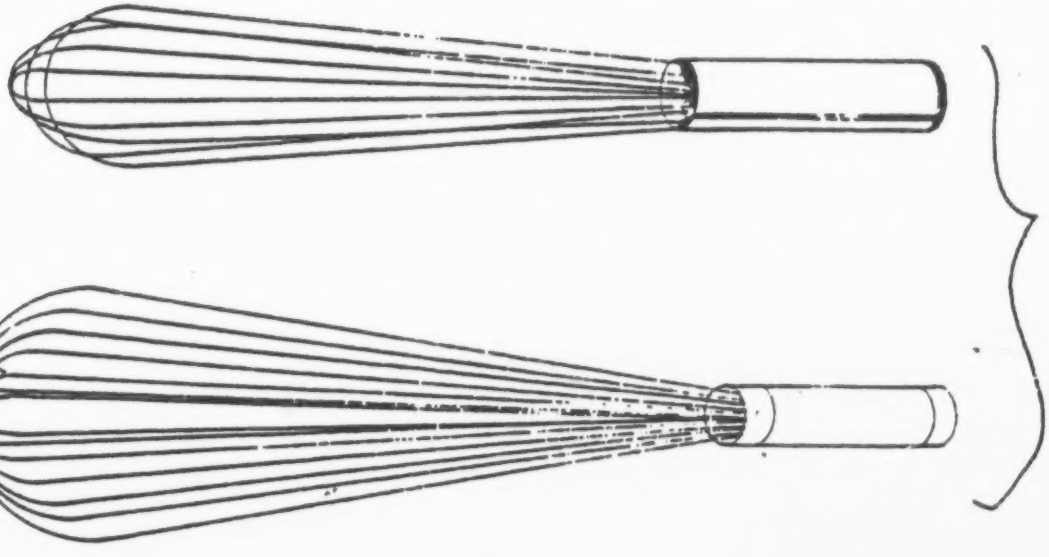

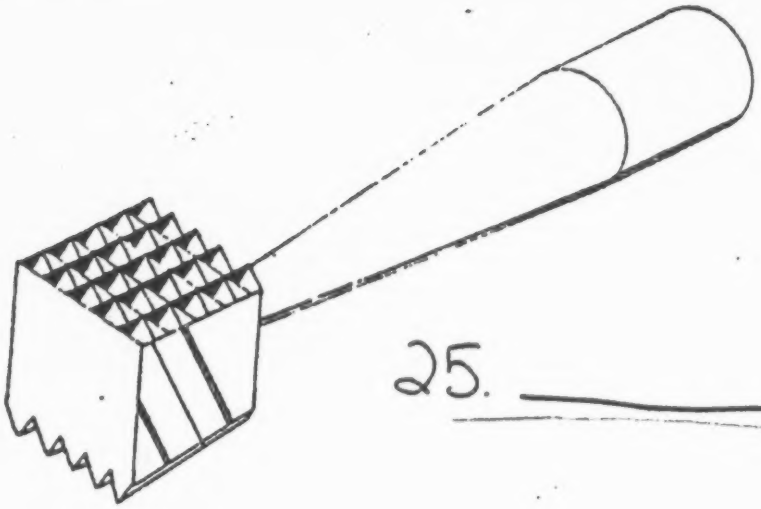

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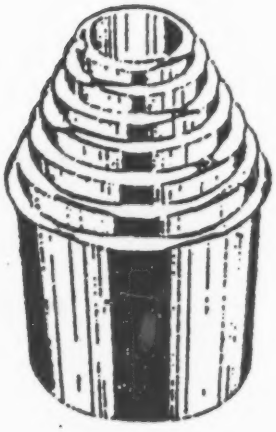

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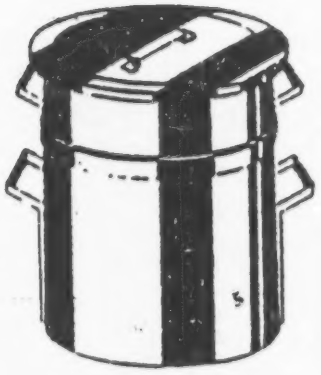

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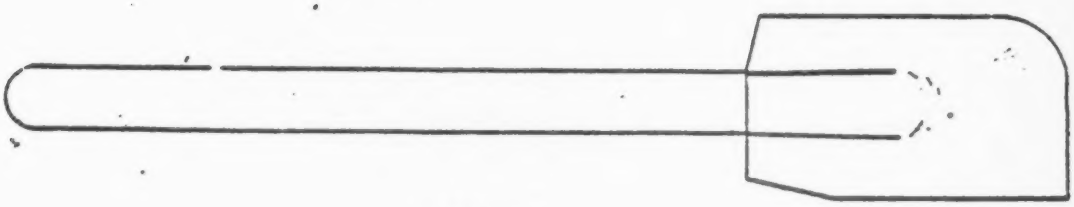

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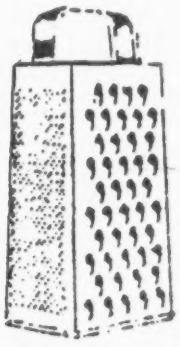

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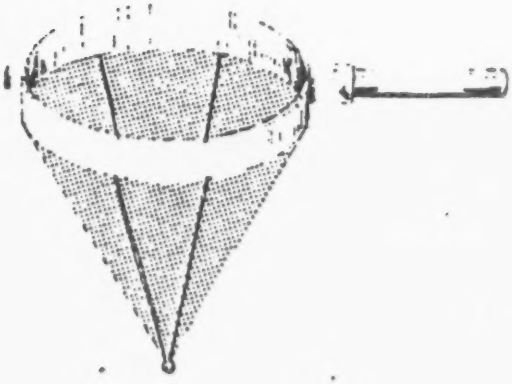

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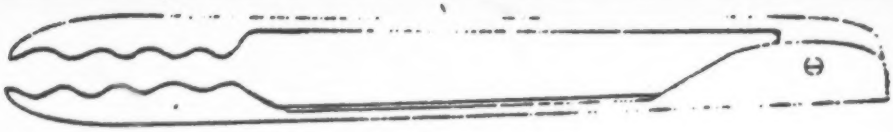

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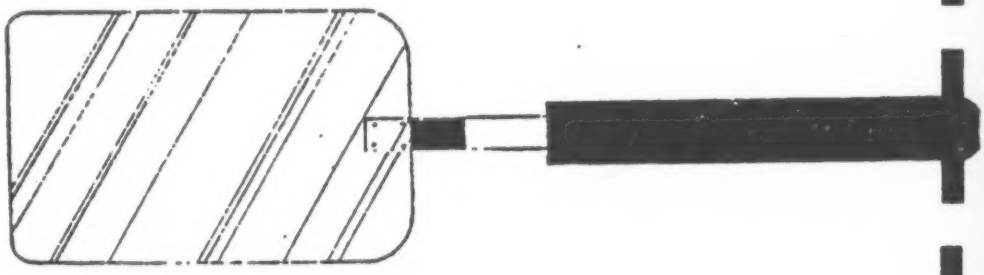

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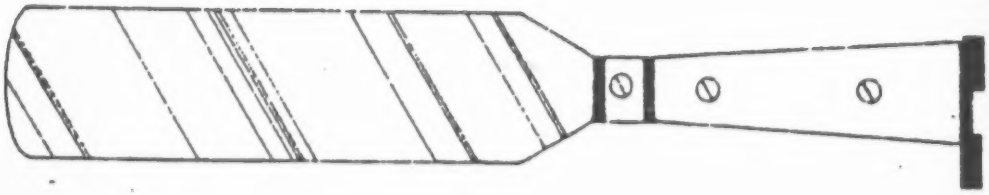

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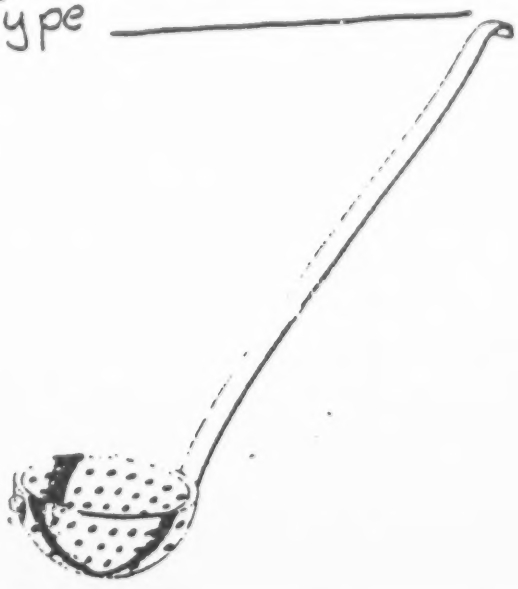

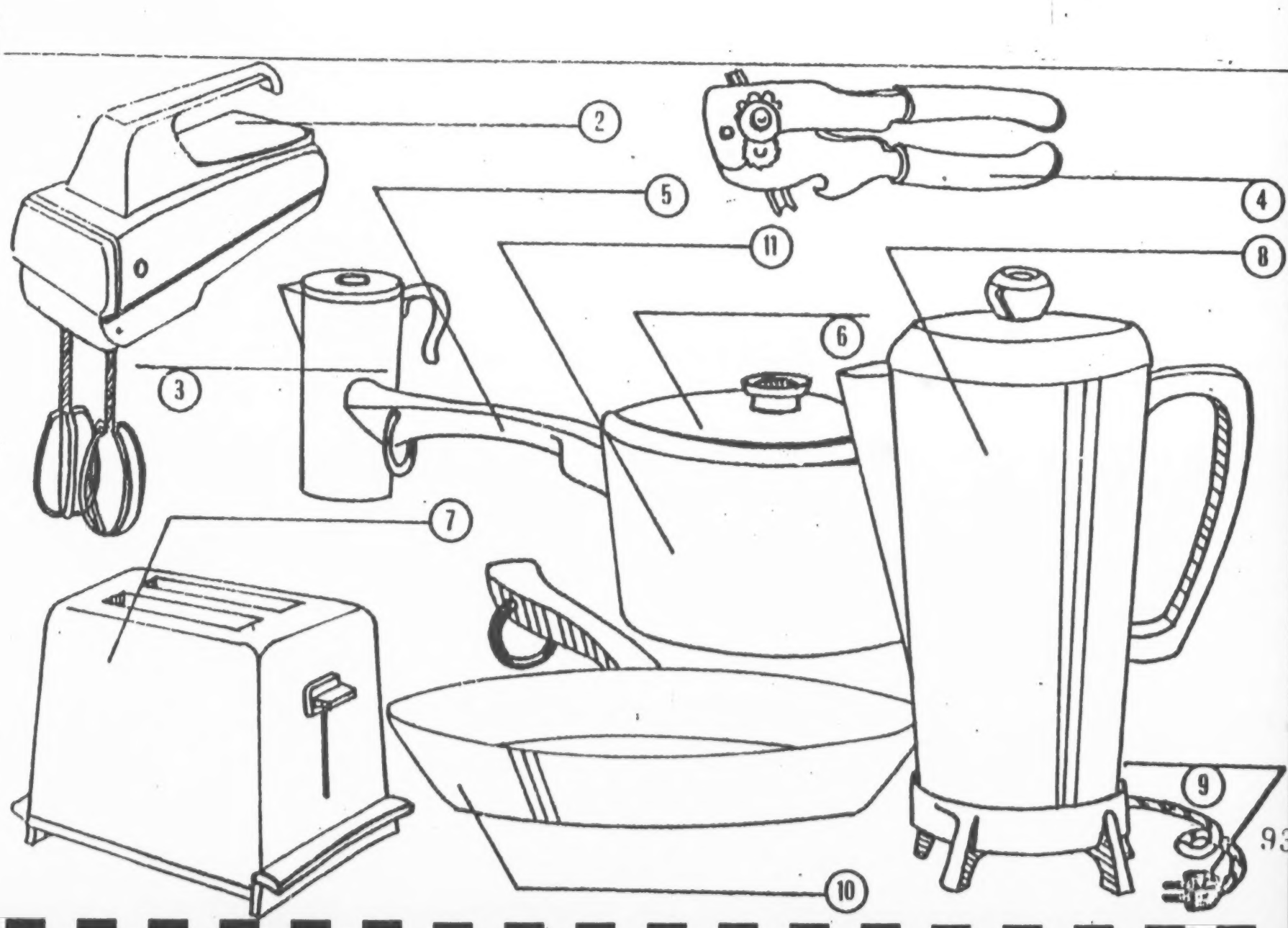

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VOCATIONAL COMPETENCY 5: MEASURE INGREDIENTS AND PORTIONS USING VARIOUS MEASURING DEVICES

Nouns	Adj./Adv.	Verbs
bakers scale	a lot	contain
balance scale	big	equals (=)
bunch	bunch	empty
cup (c.)	dip	fill
dash of	dry	measure
pinch of	fractions	minus
gallon (gal.)	heaping	plus
gram	laddle	portion
kilogram	level	times
laddles	liquid	weigh
liter	little	
measure	metric	
measuring cup	small	
millimiter	solid	
ounce (oz.)		
piece		
pint (pt.)		
portion scale		
pound (lb.)		
quart (qt.)		
scale		
scoop		
slice		
spoonful		
tablespoon (Tb)		
teaspoon (tsp.)		
volume		
weight		

VOCATIONAL COMPETENCY 6: FOLLOW DIRECTIONS AS GIVEN IN A RECIPE

Nouns	Adj./Adv.	Verbs
degree	after	cooking methods
flame	before	cutting methods
minutes	carful	heat
temperature	carefully	look
	first	(preparing
	high/low	methods)
	next	put
	second	remove
	then	serve
	until	set
	while	wait

(Also see competencies # 3-5, 27)

VOCATIONAL COMPETENCY 7: CONVERT RECIPES TO HIGHER OR LOWER YIELDS

Nouns	Adj./Adv.	Verbs
		add
		cut
		double
		half
		increase
		reduce
		subtract
		triple

VOCATIONAL COMPETENCY 8: PREVENT CAUSE AND EXTINGUISH A FIRE

Nouns	Adj./Adv.	Verbs
accident	combustible	be
alarm	damp	burn
baking soda	dangerous	cover
carelessness	electrical (fire)	help
cause	flammable	hurry
cord	grease (fire)	put out
cover	here	plug/unplug
department	long	smother
electricity	ordinary (fire)	use
emergency	there	ventilate
exit	unattended	
fan	wet	
fire		
fire doors		
fire extinguisher		
foam		
grease		
hazard		
heat		
insulation		
oil		
salt		
smoke		
towel		
ventilation		
water		

VOCATIONAL COMPETENCY 9: USE PRECAUTIONS TO PREVENT CUTS

Nouns	Adj./Adv.	Verbs
area	away	carry
board	breakable	cut
bottles	broken	discard
cans	carefully	dispose of
dish	chipped	keep
edge	cracked	open
glass	cutting	pay attention to
knives	safe	pick up
rack	sharp	put
point		protect
sink		store
		sweep up
		throw away
		use

VOCATIONAL COMPETENCY 10: USE PRECAUTIONS TO PREVENT BURNS

Nouns	Adj./Adv.	Verbs
fat	careful	fill
flame	cold	light
gas	frying (fat)	pour
hot plates	full	strike
pads	hot	turned
pan handles	inward	vent
pilot light	open	warm
pot holders	turned	
lids	vented	
matches	wet	
steam		
towels		

VOCATIONAL COMPETENCY 11: USE PRECAUTIONS TO PREVENT FALLS - INJURIES

Nouns	Adj./Adv.	Verbs
aisles	clean	clean
cart	heavy	keep
freight elevator	safe	lift
ladder		turn
lift		twist
muscles		walk
objects		
shelves		
spills		

VOCATIONAL COMPETENCY 12: DEMONSTRATE AWARENESS OF PERSONAL HYGIENE

Nouns	Adj./Adv.	Verbs
apron	after	bathe
area	before	brush
clothes	clean	chew
cuts	cold	clean
employee	daily	cough
facilities	free	handle
fingernails	frequently	shave
food	handling	shower
garment	hot	smoke
gum	raw/uncooked	sneeze
habit	running	touch
hands	short	use
hat	throughly	wash
illness	unclean	wear
infection	washable	
kitchen		
kitchen hat		
objects		
sink		
soap		
sores		
toilet		
uniform		
water		

VOCATIONAL COMPETENCY 13: IDENTIFY UNSANITARY CONDITIONS

Nouns	Adj./Adv.	Verbs
bugs	broken	be
ceiling	clogged	clean
condensation	dirty	provide
cracks	filthy	repair
dirt	running	
doors	screened	
drainage		
faucet		
flies		
floors		
grease		
leakage		
lighting		
pipes		
plumbing		
rats		
repair		
roaches		
rodents		
sinks		
spills		
ventilation		
vermin		
walls		
water		
windows		

VOCATIONAL COMPETENCY 14: USE FOOD PREPARATION TECHNIQUES WHICH PREVENT CONTAMINATION

Nouns	Adj./Adv.	Verbs
pantry		can
salt		dip
sugar		dry
		freeze
		refrigerate
		sanitize
		seal
		soak
		sterilize
		store
		wash
		wrap

VOCATIONAL COMPETENCY 15: USE PROPER FOOD STORAGE TECHNIQUES TO PREVENT CONTAMINATION

Nouns	Adj./Adv.	Verbs
aluminum foil	clean	clean
contamination	closed	close
container	covered	cover
dirt	dried	inspect
dust	frozen	keep
facilities	higher	maintain
flies	inspected	protect
floor	labeled	rotate
foil	less	steam
food	lower	store
foodstuffs	more	
food wrap	protected	
freezer	regularly	
marking pens	unwrapped	
plastic wrap		
refrigeration		
refrigerator		
stable		
stock		
tags		
temperature		
tin foil		
wall		
wax paper		

VOCATIONAL COMPETENCY 16: CLEAN AND SANITIZE UTENSILS AND KITCHEN EQUIPMENT

Nouns	Adj./Adv.	Verbs
detergent	before	boil
hours	clean	clean
pasteurizing time	disposable	discard
pipes	each	dispose
stopper	effective	handle
water	hot	hang
	properly	heat
	rinsed	keep
	running hot	overflow
	sterilized	reuse
		rinse
		sterilize
		store
		supply
		throw away
		touch
		use

VOCATIONAL COMPETENCY 17: CLEAN AND SANITIZE KITCHEN AREA

Nouns	Adj./Adv.	Verbs
ammonia	cleaning	bleach
basement	free	boil
bleach	offensive	brush
brooms	used	clean
cellar	useless	mop
cleanser		provide
clorox		scrub
compounds		sterilize
detergents		sweep
dust		steam
garbage		use
grease		wash
materials		
mops		
odors		
pan		
rubbish		
sinks		
water		

VOCATIONAL COMPETENCY 18: DEMONSTRATE PROPER DISPOSAL OF GARBAGE

Nouns	Adj./Adv.	Verbs
bag	closed	close
box	covered	collect
garbage	crushed	discard
man	sealed	dispose
trash	stored	double bag
truck	tightly	make sure
		put in
		seal
		stink
		store
		take out
		throw away

VOCATIONAL COMPETENCY 19: CLEAN AND PREPARE FRESH FRUITS AND VEGETABLES

Nouns	Adj./Adv.	Verbs
fruits*	color	clean
leaf	firm	coat
peel	fresh	cook
vegetables*	over-ripe	cut
	raw	garnish
	soft	measure
	soggy	mix
	under-ripe	peel
	wilted	rinse
		shell
		stir
		trim
		wash

* See Exhibit #5 for listing.

VOCATIONAL COMPETENCY 20: PREPARE FISH AND SHELLFISH FOR COOKING

Nouns	Adj./Adv.	Verbs
crab		bone
clams		clean
cod		coat
halibut		cube
oyster		cut
lobster		devein
perch		dissect
salmon		grind
sole		marinate
shrimp		measure
scallop		mince
		mix
		rinse
		slice
		stir
		strip
		shell
		skin
		trim
		wash

EXHIBIT #5

FRUITS

apples
apricots
avocados
bananas
blueberries
cantaloupes
cherries
grapes
honeydews
lemons
limes
mangos
nectarines
oranges
papayas
peaches
pears
pineapples
plums
rasberries
strawberries
watermelons

VEGETABLES

antichokes
asparagus
beans, green
beets
brussel sprouts
broccoli
cabbage
carrots
cauliflower
celery
chard
chiles
cucumbers
eggplants
garlic
leeks
mint
mushrooms
okra
onions
parsley
parnships
pearl onions
peas
potatoes, Russet
potatoes, red
potatoes, sweet
radishes
scallions
shallots
spinach
squash, summer
squash, yellow
squash, zucchini
tomatoes
turnips
watercress
yams

SALAD GREENS: Lettuce

Boston lettuce
butter lettuce
chicory
Chinese cabbage
endive
escarole
iceberg lettuce
romaine

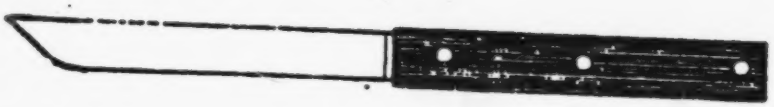
VOCATIONAL COMPETENCY 21: CUT VEGETABLES USING VARIOUS CUTTING METHODS

Nouns	Adj./Adv.	Verbs
action	across	chop
amount	against	curl
batonnet cut	basic	cut
blades	batonnet (cut)	dice
blonis	broadclean	feed
box grater	clean	force
chefs knife	coarse	grate
center	correct	grind
cleaver	cutting	grip
cubes	even	guide
cuts	fine	insure
end	fractions (inch)	make
finger	French (cut)	mark
grain	indented	mince
grater	Julienne (cut)	move
grinder	large	pass
heel	long	peel
inch	medium	pound
knife	properly	pulverize
knife, boning	rough	puree
knife, bread	serrated	score
knife, butcher	sharp	sharpen
knife, French	small	shred
knife, paring	thin	slice
line	uneven/even	take
mesh	under	use
method	together	wash
motion	uniform	
preparation		
tip		
shredder		
sieve		
slicer		
slit		
strip		
strokes		
surface		
techniques		

KITCHEN UTENSILS

CUTTING TOOLS

NAME _____



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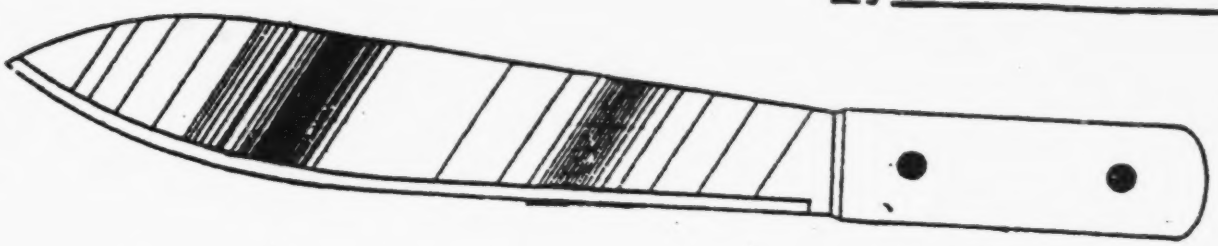

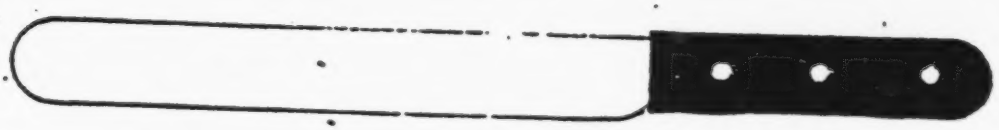

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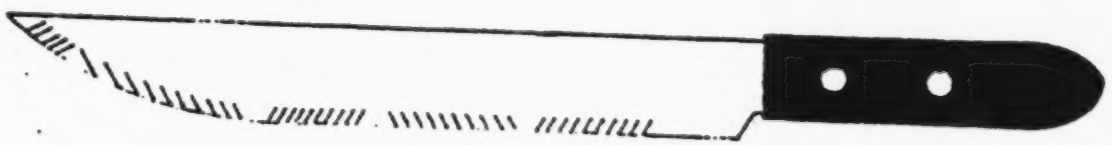

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CUTTING TOOLS

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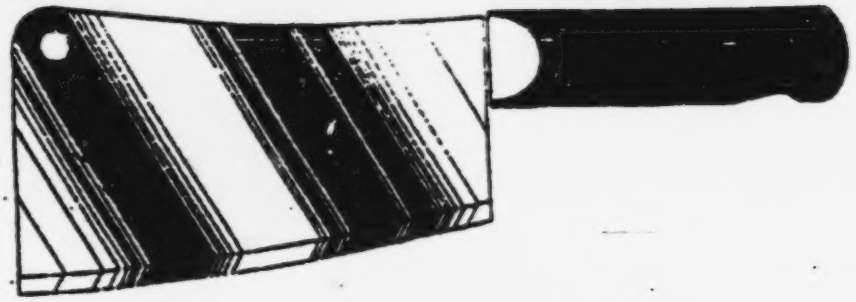

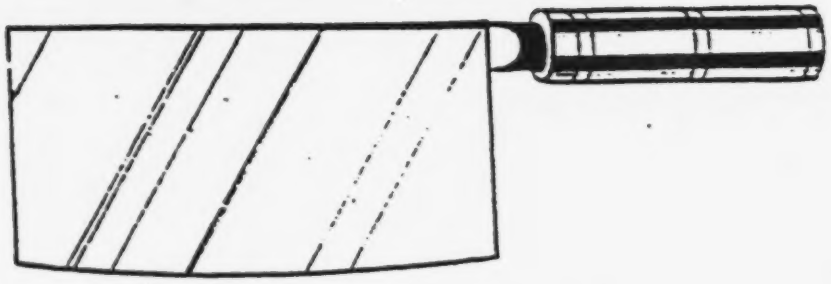

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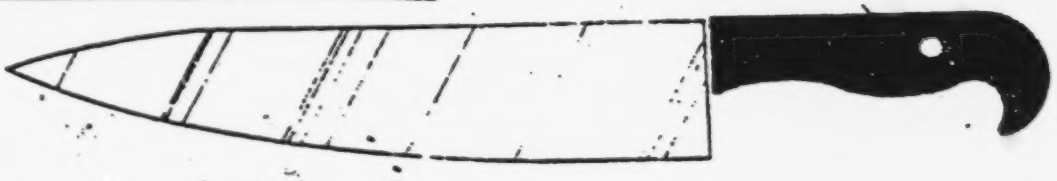

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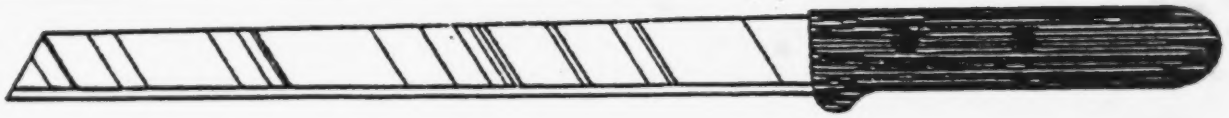

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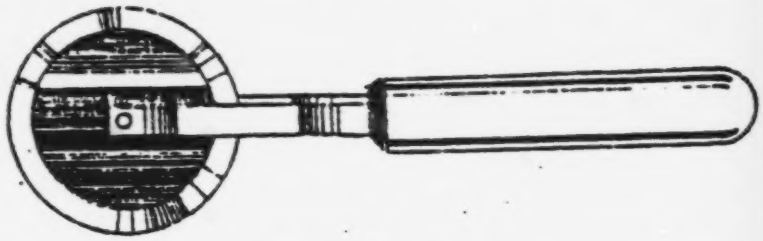
CUTTING TOOLS

10. _____



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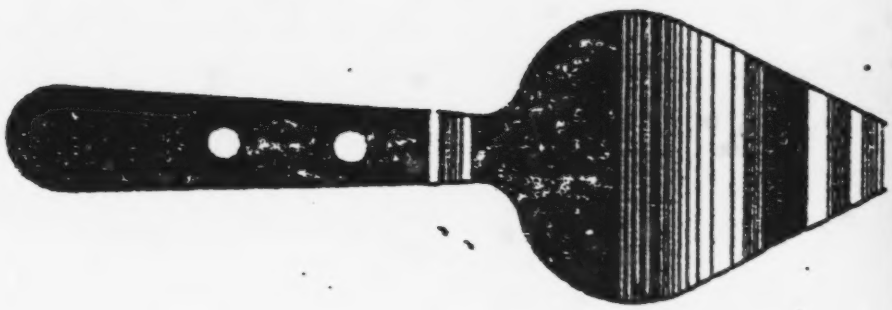

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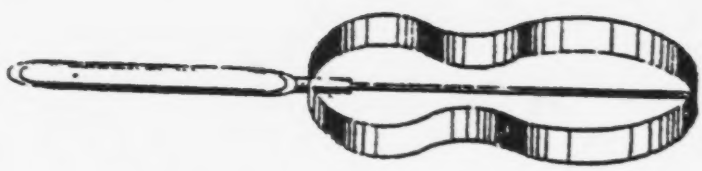

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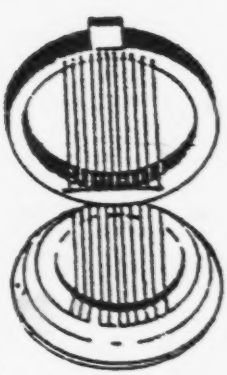

VOCATIONAL COMPETENCY 22: IDENTIFY CUTS OF BEEF, VEAL, PORK AND LAMB

Nouns	Adj./Adv.	Verbs
bacon	Boston (butts)	are
beef	commercial (cut)	bake
bone	chunks	braise
breast	diced	grill
brisket	fabricated (cut)	identify
butts	front	be
carcass	ground	roast
chops	hind	saute
chuck	pot-roast	stew
cuts	primal (cut)	
fat back	quarter (cut)	
feet	retail (cut)	
fillets	rolled (meats)	
flank	sectional (cut)	
ham	short	
hocks	side (cut)	
jowls	skeletal (cut)	
lamb	spare	
leg	whole (cut)	
loin	wholesale (cut)	
patties		
picnic		
plate		
pork		
portion		
rib		
round		
rump		
saddle		
shank		
shoulder		
veal		

VOCATIONAL COMPETENCY 23: BONE AND CUT MEATS AND POULTRY

Nouns	Adj./Adv.	Verbs
board	across	cut
bone	connective	debone
boning knife	cutting	determine
butcher knife	firmly	grip
cleaner	main	hold
cut	small	required
fat		set
grain		chop
grinder		cut
kind		grind
meat		remove
muscle		trim off
recipe		use
table		
tissues		

VOCATIONAL COMPETENCY 24: IDENTIFY NAMES AND USES OF HERBS AND SPICES

Nouns	Adj./Adv.	Verbs
aroma	appropriate	look
cakes	artificial	select
color	black	smell
containers		sniff
dessert	blended	taste
fish	cool	touch
flavor	delicate	use
herb*	dried	
kind	fresh	
label	ground	
meats	hot	
odor	mild	
pastry	minty	
poultry	natural	
spices*	particular	
	powerdered	
	pungent	
	refreshing	
	strong	
	sweet	
	thick	
	thin	
	white	
	whole	

* See Exhibit # 6 for listing

EXHIBIT #6

SPICES

caraway seed
cardamon
cayenne pepper
celery seed
chili powder
cinnamon
cloves
cumin
curry powder
fennel
garlic
ginger
marjoram
mustard seed
nutmeg
paprika
pepper - black or white
sage
sesame seed
tarragon
thyme

HERBS

basil - sweet basil
bay leaf
chives
coriander
dill
mint
oregano
parsley
rosemary

VOCATIONAL COMPETENCY 25: BREAD FOOD ITEMS

Nouns	Adj./Adv.	Verbs
batter	excess	coat
bread crumbs		dip
egg wash		drain
flour		dredge
milk		season
water		set up

VOCATIONAL COMPETENCY 26: COOK WITH MOIST (m) HEAT, DRY-HEAT (d) AND FAT (f)

Nouns	Adj./Adj.	Verbs
amount	burned	absorb
broiler	centigrade/celsius (c)	apply
charcoal	chilled	bake (d)
color	cooked	barbecue
degrees (°)	covered	blanch (m)
deep fryer	crunchy	bread
dutch oven	crispy	boil
fat	dry	broil (m)
flame	Fahrenheit (f)	brown (d)
frying pan	firm	bubble (m)
fryer	frozen	circulate
heat	fork tender	coat
heat transfer	fully	conduct
gas	gently	cook
grill	hot	cover
oil	juicy	deep (f)
oven	just right	griddle
ladle	less/more	grill (d)
liquid	medium rare	heat
pan	moist	increase
roasting pan	natural	lose
steamer	partially	lower
stock pot	rapidly	roast (d)
stove	rare	pan broil (d)
temperature	raw	pan fry (f)
thermometer	room (temperature)	poach (m)
speed	tender	saute (f)
surface	tough	simmer (m)
steam	uncovered	steam (m)
wok	until done	shrink
water	well done	toughen
		turn off
		watch-attend

VOCATIONAL COMPETENCY 27: GARNISH AND DECORATE DISHES FOR SERVING

Nouns	Adj./Adv.	Verbs
cheese	added	arrange
chives	appetizing	blend
color	attractive	carve
cream	chopped	cut
cubes	clipped	decorate
curls	coated	form
eggs	crinkled	garnish
fruits	curled	look
herbs	delicious	make
liner	edible	sliced
molds	entire	
peel	flowered	
rings	frosted	
rose	glazed	
shape	iced	
slices	molded, shaped	
spices	ringed	
sprig	riped	
star	rolled	
sticks	rosed	
swirls	scallop	
vegetables	scallopped	
wedges	simple	
	sprinkled	
	starred	
	stiched	
	stripped	
	swirled	
	wedged	
	whipped	

VOCATIONAL COMPETENCY 28: MIX AND KNEAD DOUGH

Nouns	Adj./Adv.	Verbs
baker scale	at one time	be mixed
baking pan	bun (shape)	be divided
baking station	clockwise	check
board bowl	commercial	continue
center	damp	cover
(circular) motion	dry	cut
dough	elastic	dissolve
(dough) cutter	farthest	fill
end	firm	flatten
finger	first	flour
hand	greased	form
heel	liquid	give
heel of hand	loaf	handled
ingredients	mixed	includes
Komel	mixing	be applied
kneading board	moist	be formed
liquid	rectangular	knead
lump	rising (period)	lift
machine	roll (shape)	make
minutes	rolled	measure
mixing bowl	second	mix
mixing step	smooth	pour
mixture	sponge (dough)	press
period	standard	produces
place	straight (dough)	proof
portions	thick	punch
raising	third	put
recipe	thoroughly	repeat
rest	uniform	required
rolling pin	warm	rise
step		roll
table		scale
thumb		scoop
time		scale
turn		seal
well		set
yeast		sprinkle
		work

VOCATIONAL COMPETENCY 29: CUT AND ARRANGE DOUGH TO PREPARE SPECIFIC FOOD ITEMS.

Nouns	Adjective	Verbs
ball	apart	form
buns	baking	left
dough	clockwise	plate
end	each	prepare
inches	greased	roll
ounces (oz.)	life	set
scale	long	shape
sheet	right	size
stick	round	turn
	smooth	

VOCATIONAL COMPETENCY 30: PREPARE BREADS AND ROLLS

Nouns	Adjectives/ Adverbs	Verbs
bread	accurately	bake
bulk	cooling	cover
center	damp	cool
dough	desired	double
flour	elastic	ferment
form	firm	knead
formula	long	mix
ingredients	mixing	pre-heat
rack		proof
rolls		read
recipe		rise
method		scale
oven		set
pan		shape
raising		touch
sheet		
temperature		
towel		

CHAPTER V
RESOURCES

V. RESOURCES

This section contains listings of selected materials which can serve as useful resources to the VESL instructor who is adapting this curriculum. Their inclusion here does not imply a tacit recommendation. The resources are divided into the following sections:

A. Print Materials for Cooking
B. Print Materials for General Pre-Employment VESL
C. Computer Software
D. Materials Clearinghouses

Please note that many materials are available from more than one distributor; no partiality toward any particular distributor is intended. Availability, source, and price are subject to change.

A. Print Materials for Cooking

TITLE: Activities for VESL Vocabulary Cards: Food Service.

AUTHOR/AGENCY: Nancy Taylor, VESL Curriculum Project, Mesa Community College

PUBLICATION DATE/PAGES: June, 1984, 61 pages

LANGUAGE USED: English

FORMAT: Teacher's Manual with student worksheets which includes learning activities to reinforce vocabulary development.

CONTENT: Food service terminology, tools and equipment, weights and measures, safety and food service occupations.

AVAILABLE FROM: Stewart Miller, Director
Program Support Unit,
1535 W. Jefferson,
Arizona Department of Education
Phoenix, AZ 85007

TITLE: Alex on the Grill.

AUTHOR/AGENCY: Stanley Shalit, Janus Book Publishers

PUBLICATION DATE/PAGES: 1976, 44 pages

LANGUAGE USED: English

FORMAT: Reader

CONTENT: Describes a man's first job as a hamburger-fry cook in a fast-service restaurant. Designed to stimulate discussion about work ethics and appropriate on-the-job behavior.

AVAILABLE FROM: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

TITLE: Assistant Chef Program Curriculum Outline, Safety and Sanitation.

AUTHOR/AGENCY: St. Augustine College

PUBLICATION DATE/PAGES: 1984, 35 pages

LANGUAGE USED: English, Spanish

FORMAT: Bilingual Curriculum outline developed for an assistant chef program for Hispanics. Illustrated.

CONTENT: Key terms for food production and service; orientation to safety, grooming, employer expectations, and sanitation.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Assistant Chef Program; Vocational and Sample Menus.

AUTHOR/AGENCY: St. Augustine College

PUBLICATION DATE/PAGES: 1984, 60 pages

LANGUAGE USED: English

FORMAT: Curriculum guide with vocational objectives based on daily and weekly menus. Each vocational objective list consists of a series of tasks required to reach a specific objective, an ESL related task and materials and strategies section.

CONTENT: The preparation of specific recipes and many complete breakfast, lunch and dinner menus.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Bilingual Access Program/ Programa de Acceso Bilingue: Developmental Materials for Non Restaurant Management.

AUTHOR/AGENCY: Elgin Community College, Advanced Institutional Development Program

PUBLICATION DATE/PAGES: 1980

LANGUAGE USED: English, Spanish

FORMAT: Supplemental student material, VESL worksheets, list of supplemental learning aids, and college orientation materials.

CONTENT: Hygiene and sanitation, stocks, sauces and thickening agents, soups, salads, deep fat frying, dairy products, fish, meat and poultry.

AVAILABLE FROM: Elgin Community College
1700 Spartan Drive
Learning Skills Center
Elgin, IL 60123

TITLE: Bilingual Vocational Training Program for Chinese Chefs.

AUTHOR/AGENCY: China Institute in America, New York

PUBLICATION DATE/PAGES: 1984, 30 pages

LANGUAGE USED: English, Chinese

FORMAT: Vocabulary lists and exercises presenting the English language component of the bilingual vocational training program for Chinese chefs.

CONTENT: Topics include American measurements and health regulations for restaurants.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: BVT Kitchen Practice Manual for Chinese Chefs.

AUTHOR/AGENCY: China Institute in America, New York

PUBLICATION DATE/PAGES: 1979, 20 pages

LANGUAGES USED: English, Chinese

FORMAT: Workbook containing vocabulary lists.

CONTENT: General cooking terms, cooking methods, names of cooking utensils, cuts of meats.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: A Catalog of Performance Objectives and Performance Guide for Commercial Cook

AUTHOR/AGENCY: Kathleen Burchette, et al

PUBLICATION DATE/PAGES: 1982, 114 pages

LANGUAGE USED: English

FORMAT: Curriculum guide

CONTENT: Details performance objectives related to the job duties of the commercial cook

AVAILABLE FROM: Vocational-Technical Consortium of States
795 Prentice, N.E.
Atlanta, GA 30365

TITLE: China Institute's Bilingual Program to Train Chinese Chefs.

AUTHOR/AGENCY: China Institute in America, New York

PUBLICATION DATE/PAGES: 1984, 6 pages

LANGUAGE USED: English

FORMAT: Course description for the three phases of a bilingual training program for Chinese chefs.

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CONTENT: Describe ways to make various Chinese dishes and concepts of restaurant management such as nutrition, food purchasing, inventory, health regulations, cost control and supervisory development.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Commercial Foods and Culinary Arts.

AUTHOR/AGENCY: Vocational Division of the Florida State Department of Education

PUBLICATION DATE/PAGES: 1986

LANGUAGE USED: English

FORMAT: Competency-based guide with 16 learning activity modules and instructor's guide with written skills test.

CONTENT: Reading and converting recipes, weighing and measuring, beverages, sandwiches, stock and soup preparation and cooking, baking and cutting terminology.

AVAILABLE FROM: Vocational Division
Florida State Department of Education
Knott Building
Tallahassee, FL 32301

TITLE: Cooking Curriculum of the BVT Chinese Chef Program.

AUTHOR/AGENCY: China Institute in America, 125 E. 65th Street, New York, N.Y. 10021

PUBLICATION DATE/PAGES: 1979, 23 pages

LANGUAGE USED: English, Chinese

FORMAT: Curriculum, Sample tests.

CONTENT: General, Cantonese, Hunan, Peking, Szechuan, Dim Sum and dessert dishes.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Course Description: Bilingual Food Service Training.

AUTHOR/AGENCY: New Haven, Conneticut

PUBLICATION DATE/PAGES: 1975, 3 pages

LANGUAGE USED: English

FORMAT: Topics, skills and number of hours required for each are listed. Designed to last 48 hours.

CONTENT: Kitchen organization; the roles of chef and cook; procedures for sanitation and personal hygiene; use and care of kitchen equipment and tools; safety techniques, etc.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Culinary Arts Restaurant Management.

AUTHOR/AGENCY: Kenneth Wright, Elgin Community College,

PUBLICATION DATE/PAGES: 1980, 51 pages

LANGUAGES USED: English

FORMAT: Workbook designed as a guide for the VESL class to help students succeed in a food production course.

CONTENT: Hygiene and sanitation, stocks, sauces and thickening agents, soups, salads, etc.

AVAILABLE FROM: Curriculum Publications Clearinghouse
Horrabin Hall 46
Western Illinois University
Macomb, IL. 61455
In Illinois (800) 322-3905
Outside Illinois (309) 298-1917

TITLE: Curriculum for the Food Service Program of the Chinese American Service League (CASL).

AUTHOR/AGENCY: Jim Cooney, Rose Jones, Northwest Educational Cooperative

PUBLICATION DATE/PAGES: 1986, 16 pages

LANGUAGES USED: English

FORMAT: 26 week competency-based guide with basic vocabulary, vocational objectives, and language structures.

CONTENT: Basic Tools, Equipment and Cooking Methods, safety precautions, food storage and interviewing for a job.

AVAILABLE FROM: Northwest Educational Cooperative
500 S. Dwyer
Arlington Heights, IL 60005

TITLE: Curriculum Guide for Occupational Home Economics Food Service Occupations; Part two: Basic Food Preparation.

AUTHOR/AGENCY: James F. Redmond

PUBLICATION DATE/PAGES: 1972, 41 pages

LANGUAGE USED: English

FORMAT: Curriculum Guide.

CONTENT: Salads, quick breads, starches, meats, vegetables and desserts.

AVAILABLE FROM: Chicago Board of Education
1819 W. Pershing Road
Chicago, IL 60607
(312) 280-3760

TITLE: English for Food Service: An English for Specific Purposes Course.

AUTHOR/AGENCY: George Peknik, CETA

PUBLICATION DATE/PAGES: 1982, 78 pages

LANGUAGE USED: English

FORMAT: Curriculum Guide with teacher's manual and tests.

CONTENT: Job maintenance and advancement vocabulary

AVAILABLE FROM: Refugee Materials Center
U.S. Department of Education
324 E. 11th Street, 9th Floor
Kansas City, MO 64106
(816) 374-6294

TITLE: English on the Job

AUTHOR/AGENCY: Wisconsin Board of Vocational, Technical and Adult Education

PUBLICATION DATE/PAGES: 1976, Level I, pp 2-5; Level II, pp 13-18; Level III, pp 36-40

LANGUAGE USED: English

FORMAT: Student objectives, dialogues, reading passages and high-frequency language structures

CONTENT: Grammar-based exercises based on food preparation lexicon

AVAILABLE FROM: Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place
P.O. Box 7874
Madison, WI 53707

TITLE: Fast Food Services.

AUTHOR/AGENCY: American Home Economics Association,

PUBLICATION DATE/PAGES: 1977, 200 pages

LANGUAGE USED: English

FORMAT: Competency-based instructional module containing assessment instruments, teaching strategies, student worksheets and student learning activities.

CONTENT: Safety, equipment operation, beverage and meat evaluation, food and supplies, storage, following directions.

AVAILABLE FROM: American Home Economics Association
2010 Massachusetts Avenue
Washington, DC 20036
(800) 424-8080 x324

TITLE: Food Service; A Bilingual Reference Manual for Spanish Speakers.

AUTHOR/AGENCY: Marc E. Helgesen, Editor
The Menard Vocational Project for New English Speakers,
Menard Correctional Center

PUBLICATION DATE/PAGES: 1981, 19 pages

LANGUAGE USED: Spanish, English

FORMAT: Bilingual Reference Manual with bilingual lists of cooking terms.

CONTENT: Cleanliness; rules for Menard food service jobs; career ladders of personnel employed in cold storage, the officers kitchen, etc., with their foundations and hierarchy.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Food Service Curriculum for the BVET Program Health Care Industries.

AUTHOR/AGENCY: Metropolitan State College, Denver, CO.

PUBLICATION DATE/PAGES: 1984, 23 pages

LANGUAGE USED: English

FORMAT: Instructional manual.

CONTENT: Teaches language and vocational skills that can be used in both health care institutions and restaurant kitchens. Includes on-site training and classroom curriculum.

AVAILABLE FROM: The National Network for Curriculum Coordination in Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Food Service, Multicultural, Competency-Based Vocational Technical Curricula.

AUTHOR/AGENCY: Masako T. Shin, Southern Illinois University
School of Technical Careers

PUBLICATION DATE/PAGES: June, 1981 209 pages

LANGUAGES USED: English, Spanish, Lao

FORMAT: Written for 24 week course, Duty-Task indexes, performance objectives, evaluation criterion, performance guide, lists of culinary arts terminology, Spanish and Lao glossaries and translations of introduction and outline of competencies.

CONTENT: Orientation, sanitation, management/planning, preparing food for cooking, serving, salad, soups, sandwiches.

AVAILABLE FROM: Curriculum Publications Clearinghouse
Horrabin Hall 46
Western Illinois University
Macomb, IL 61455
In Illinois (800) 322-3905
Outside Illinois (309) 298-1917

TITLE: Getting Ready to Cook.

AUTHOR/AGENCY: Ann A. Weaver

PUBLICATION DATE/PAGES: 1974, 58 pages

LANGUAGE USED: English

FORMAT: Curriculum Guide.

CONTENT: Kitchen equipment, reading recipes, measuring ingredients, using a stove, maintaining kitchen health, safety, setting a table, serving meals and kitchen cleanliness.

AVAILABLE FROM: Fearon Pitman Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

TITLE: The Language of Restaurants and Catering in English.

AUTHOR/AGENCY: Eugene J. Hall, Regents Publishing Co. Inc.,

PUBLICATION DATE/PAGES: 1977, 122 pages

LANGUAGE USED: English

FORMAT: Textbook with discussion questions, fill-in-the blank exercises and writing assignments. Content: contains 10 units covering the following topics:
food service industrcy,
personnel structure in the food service industry,
menu planning,
cost control and accounting,
beverage service, and
catering.

AVAILABLE FROM: Regents Publishing Co., Inc.
2 Park Avenue
New York, NY 10016

TITLE: Manual de Cocina/The Cookbook.

AUTHOR/AGENCY: Louisiana State, Department of Education
Baton Rouge, LA

PUBLICATION DATE/PAGES: 1978, 55 pages

LANGUAGE USED: English, Spanish

FORMAT: Instructional Material.

CONTENT: English/Spanish and Spanish/English dictionaries of foods and cooking terms; intructions on kitchen cleanliness and recipes.

AVAILABLE FROM: The National Network for Curriculum Coordination
Vocational and Technical Education
(See Appendix H for location of the center closest to your area)

TITLE: Mathematics for Commercial Foods.

AUTHOR/AGENCY: Vocational-Technical Curriculum Laboratory
Rutgers-The State Unversity

PUBLICATION DATE/PAGES: 1979, 256 pages

LANGUAGE USED: English

FORMAT: Student worksheets with learning objectives, related information, procedures and practical math exercises.

CONTENT: Units on measurement, fractions, arithmetic operations, money and decimals, percentage, ratio, wages and taxes, business records, metrics.

AVAILABLE FROM: Vocational-Technical Curriculum Laboratory,
Rutgers-The State University Building,
4103 Kilmer Campus
New Brunswick, NJ 08900

TITLE: Prevocational Food Service Skills Training Unit.

AUTHOR/AGENCY: Gateway Technical Institute,
Kenosha, WI. 53141

PUBLICATION DATE/PAGES: 1978, 101 pages (English version)
130 pages (Spanish version)

LANGUAGE USED: English, Spanish

FORMAT: Course outlines, illustrated. Includes glossary and "symbol" dictionary of food items.

CONTENT: Contains basic food service orientation and course objectives, food preparation techniques, evaluative check lists, safety type, total physical response exercises, conversion and measurement equivalency tables.

AVAILABLE FROM: Vocational Studies Center
Publication Department
964 Educational
Science Building
1025 W. Johnson
Madison, WI 53706
(608) 263-3696

TITLE: Restaurants

AUTHOR/AGENCY: Adult Basic Education Staff of Providence School Department

PUBLICATION DATE/PAGES:

LANGUAGE USED: English

FORMAT: Student workbook

CONTENT: Provides drill and practice of high frequency restaurant terminology through situationally-based dialogues, scrambled word, matching and word search exercises, grammatical transformation drills and role playing strategies

AVAILABLE FROM: Providence School Department

TITLE: Vocational English as a Second Language for Food Production

AUTHOR/AGENCY: Illinois State Board of Education

PUBLICATION DATE/PAGES: 1980, 51 pages

LANGUAGE USED: English

FORMAT: Curriculum guide

CONTENT: Includes eight lessons in food production for Spanish-speaking persons who are limited English proficient

AVAILABLE FROM: Illinois State Board of Education

B. PRINT MATERIALS FOR GENERAL PRE-EMPLOYMENT VESL

TITLE: English That Works

AUTHOR/AGENCY: Savage, How, and Yeung

PUBLICATION DATE: 1982

LANGUAGE LEVEL: Beginning-Advanced

FORMAT: Student books and instructor's guides at two levels, flashcards, cassettes, and native language booklets.

CONTENT: A comprehensive program which teaches English while incorporating language skills for finding and keeping a job. This unusually complete and detailed program provides "integrated, competency-based, bilingual, and pre-vocational" ESL.

AVAILABLE FROM: Scott, Foresman and Company

TITLE: ESL For Action

AUTHOR/AGENCY: Elsa R. Auerbach and Nina Wallerstein

PUBLICATION DATE: 1987

LANGUAGE LEVEL: Intermediate, Advanced

FORMAT: Student Book, Teacher's Guide

CONTENT: The text explores the daily work lives and associated problems of immigrants. Lessons are based on the educational process termed "problem-posing" and are designed to foster critical thinking and action.

AVAILABLE FROM: Addison-Wesley Publishing Company

TITLE: It's Up to You

AUTHOR/AGENCY: Dresner, Beck, Morgano, and Custer

PUBLICATION DATE: 1980

LANGUAGE LEVEL: Intermediate, Advanced

FORMAT: Student book, cassette tape

CONTENT: Designed to improve oral and written language skills and teach job-seeking strategies to LEP students. Focus items include: examining job needs, using the want-ads, making phone calls and interviewing.

AVAILABLE FROM: Longman, Inc.
19 West 44th Street
New York, NY 10038

TITLE: Let's Work Safely!

AUTHOR/AGENCY: Linda Mrowicki

PUBLICATION DATE: 1984

LANGUAGE LEVEL: High beginning, Intermediate

FORMAT: Student book

CONTENT: Teaching safety and the language of safety at the workplace is the topic of this book. Large print passages and many illustrations accompany sections on: safety clothing, safety procedures, safe and unsafe working conditions, and accidents. Students learn to talk about safety, read safety messages, and fill out report forms.

AVAILABLE FROM: Linmore Publishing, Inc.
P.O. Box 1545
Palatine, IL 60078

TITLE: May I Help You?

AUTHOR/AGENCY: Heide Spruck Wrigley

PUBLICATION DATE: 1987

LANGUAGE LEVEL: Intermediate

FORMAT: Student Book

CONTENT: The text gives practice in interacting with the public in service occupations, and includes chapters on dealing with customer complaints, special requests, and other situations encountered by employees.

AVAILABLE FROM: Addison-Wesley

TITLE: Prevocational English

AUTHOR/AGENCY: Daniel Rusthoi

PUBLICATION DATE: 1970, 1978, 1985

LANGUAGE LEVEL: Beginning-Intermediate

FORMAT: Student Texts - Levels I and 2
Student Workbooks - Levels I and 2
Teacher's Guide

CONTENT: This comprehensive series is intended to teach basic conversational English while providing an introduction to technical skills. Lessons are job-oriented and based on a teaching methodology termed "situational reinforcement." Each level provides material for 120-150 classroom hours.

AVAILABLE FROM: Volunteer Publishers, Inc.
National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975

TITLE: Speaking Up at Work

AUTHOR/AGENCY: Catherine Robinson and Jenise Rowekamp

PUBLICATION DATE: 1985

LANGUAGE LEVEL: Intermediate

FORMAT: Student Book, teacher's manual

CONTENT: The text focuses on language and culture needed by students to obtain and maintain employment. The first two sections of each of 11 units emphasize oral communication; the third section emphasizes reading and writing.

AVAILABLE FROM: Oxford University Press

TITLE: Your First Job: Putting Your English to Work

AUTHOR/AGENCY: David W. Prince and Julia Lakey Gage

PUBLICATION DATE: 1986

LANGUAGE LEVEL: Intermediate

FORMAT: Student text

CONTENT: This ESL text provides an introduction to the American workplace by emphasizing: on-the-job training methods, prescribed job tasks, and social English for the workplace. The setting for the text is a manufacturing factory, and students are exposed to common factory tasks and procedures.

AVAILABLE FROM: Prentice-Hall
Englewood Cliffs, NJ 07632

TITLE: Basic Foods

DEVELOPER: University of Houston - Clear Lake

COMPATIBLE HARDWARE: Apple II/Apple IIE, 48K/one disk drive

DESCRIPTION: Tutorial program deals with the four food groups in English and in Spanish. The purpose of the program is to make children aware of the need to consume the right kinds of food in order to grow stronger and stay healthy. The program is aimed at a first and second grade level audience. Each instructional section is followed by a testing activity. Correct responses are furnished after every student answer. Graphics accompany the presentation of new concepts.

AVAILABLE FROM: University of Houston - Clear Lake

TITLE: Cooking and Baking Cluster, Module One: Food Service Responsiblities, 1984

DEVELOPER: Board of Cooperative Educational Services

COMPATIBLE HARDWARE: Apple II, IIt, IIe, IIc, IBM PC

DESCRIPTION: One of six modules in the cooking and baking cluster. Includes: sanitation - food poisoning, hygiene and receiving and storing food supplies

AVAILABLE FROM: Southwest Tele-Computer Corporation
5845 Gardner Highway
Alexandra, LA 71303

TITLE: Cooking and Baking Cluster, Module Two: First Aid-Safety, 1984

DEVELOPER: Board of Cooperative Educational Services

COMPATIBLE HARDWARE: Apple II, IIt, IIe, IIc, IBM PC

DESCRIPTION: One of six modules in the cooking and baking cluster. Includes: first aid and review of first aid, and safety.

AVAILABLE FROM: Southwest Tele-Computer Corporation
5845 Gardner Highway
Alexandra, LA 71303

TITLE: Cooking and Baking Cluster, Module Three: Meats

DEVELOPER: Board of Cooperative Educational Services

COMPATIBLE HARDWARE: Apple II, IIt, IIe, IIc, IBM PC

DESCRIPTION: One of six modules in the cooking and baking cluster. Includes: beef and pork.

AVAILABLE FROM: Southwest Tele-Computer Corporation
5845 Gardner Highway
Alexandra, LA 71303

TITLE: Cooking and Baking Cluster, Module Four: Recipe Conversion, 1984

DEVELOPER: Board of Cooperative Educational Services

COMPATIBLE HARDWARE: Apple II, IIt, IIe, IIc, IBM PC

DESCRIPTION: One of six modules in the cooking and baking cluster. Includes: beef and pork.

AVAILABLE FROM: Southwest Tele-Computer Corporation
5845 Gardner Highway
Alexandra, LA 71303

TITLE: Cooking and Baking Cluster, Module Five: Baking Ingredients, 1984

DEVELOPER: Board of Cooperative Educational Services

COMPATIBLE HARDWARE: Apple II, IIt, IIe, IIc, IBM PC

DESCRIPTION: One of six modules in the cooking and baking cluster. Includes: Parts I and II of ingredients

AVAILABLE FROM: Southwest Tele-Computer Corporation
5845 Gardner Highway
Alexandra, LA 71303

TITLE: Kitchen Tools and Equipment

DEVELOPER: Maricopa Community College, VESL Curriculum Project
3910 W. Washington
Phoenix, AZ 85034

COMPATIBLE HARDWARE:

DESCRIPTION: Aids students in identifying common types of tools and equipment used in food service kitchens.

AVAILABLE FROM: Clearinghouse for ESL Public Domain Software
Gordy Room 201
Ohio University
Athens, OH. 45701

TITLE: Menu

DEVELOPER: Bilingual Publications and Computer Services (BIPACS),
33 West Walnut Street
Long Beach, NY 11561

COMPATIBLE HARDWARE: TRS-80 III, 48K/one disk drive

DESCRIPTION: Student-Customer choses from restaurant menu, meal is served, and change is given in appropriate currency. Available in English or Spanish.

AVAILABLE FROM: Bilingual Publications and Computer Services

TITLE: * One-Baking

DEVELOPER: Minutemen Regional Vocational-Technical School
578 Marrett Road
Lexington, MA 02173, 1980

COMPATIBLE HARDWARE: Apple

DESCRIPTION: One disk. Demo and loan. Teaches about the various ingredients used in baking.

AVAILABLE FROM: Minutemen Regional Vocational-Technical School
578 Marrett Road
Lexington, MA 02173

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TITLE: * Recipe Search Programs-Part I and II

DEVELOPER: Clos Line
Volborg, MT. 59351, 1983

COMPATIBLE HARDWARE: Apple

DESCRIPTION: Two disks and documentation. DEMO programs instruct users on how to create and maintain a computerized recipe file.

AVAILABLE FROM: Clos Line
Volborg, MT. 59351

TITLE: VESL for Cooking

DEVELOPER: Project OSCAER
Northwest Educational Cooperative
500 South Dwyer Avenue
Arlington Heights, IL 60005

COMPATIBLE HARDWARE: Apple IIe, IIc (and IIplus with 64+ K and graphic card).

DESCRIPTION: Safety and sanitation in the kitchen. One disk with eight exercises entitled Signs, Warnings, Precautions, and Accidents, each at two levels of difficulty. Lessons emphasize formation of imperatives, clauses, and past tense verbs, and reinforce fundamental vocabulary.

AVAILABLE FROM: Project OSCAER
Northwest Educational Cooperative
500 South Dwyer Avenue
Arlington Heights, IL 60005

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* These products may be available for loan from the National Network for Curriculum Coordination in Vocational and Technical Education. (See Appendix D for location of the center closest to your area.)

D. Materials Clearinghouses

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
(202) 298-9292

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
Ohio State Unviersity
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
11501 Georgia Avenue
Wheaton, MD 20902
(800) 647-0123
(301) 933-9448

CLEARINGHOUSE FOR ESL PUBLIC DOMAIN SOFTWARE
Gordy Room 201
Ohio University
Athens, OH 45701

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

East Central Network
Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708
(217) 786-6375

Minnesota, Wisconsin, Illinois, Michigan, Indiana, Ohio, Pennsylvania, West Virginia, Virginia, Delaware, Maryland

- - - -

Northeast Network for Curriculum Coordination
Rutgers University
200 Old Motowan Road
Old Bridge, NJ
(201) 390-1191

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New Jersey, New York, Puerto Rico, Virgin Islands

- - - -

Western Curriculum Coordination Center
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
(808) 948-7834

California, Hawaii, Nevada, Arizona, Trust Territories of the Pacific Islands, Guam, American Samoa

Midwest Curriculum Coordination Center
Curriculum and Instructional Materials Center
State Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074
(405) 377-2000

Iowa, Nebraska, Kansas, Missouri Oklahoma, Louisiana, Texas, New Mexico, Alabama, Mississippi

- - - -

Northwest Curriculum Coordination Center
St. Martin's College
Old Main Building, Room 478
Lacey, WA 58903

Washington, Oregon, Idaho, Montana, Wyoming, Utah, Colorado, North Dakota, S. Dakota, Alaska

- - - -

Southeast Curriculum Coordination Center
Mississippi State University
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida

APPENDIX A
ABSTRACTS OF CONTRIBUTING BVT PROJECTS

Arizona Department of Education

Title: Bilingual Vocational Training Program

Language groups served: Spanish, Vietnamese, Chinese

Occupational areas: Data entry, quick service mechanics, home health aide, and arc welding

Length of training: 16 weeks

Number of cycles: 2+

Weekly hours of vocational training: 10-12

Weekly hours of ESL training: 8-10

Weekly hours of job counseling: 1 1/2

Grant award amount: $214,274

Number of trainees: 70

Approximate cost per trainee: $3,001

Coordinating agencies: Maricopa Technical Community College, Arizona Department of Economic Security, Arizona Department of Education

Additional funding sources: P.L. 98-524 LEP formula money, Wagner Payser/Job Service, and student fund-raising activities

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Project Director: Gail Shay

Address: 108 North 40th Street
Phoenix, Arizona 85034

Phone: (602) 267-4497

Project runs until July 31, 1987

G0084 02116

Oakton Community College

Title: Project Best: Building Energy Systems Training

Language groups served: Spanish and Polish (Second language subject to change with new cycle)

Occupational area: Air conditioning and heating services

Length of training: 15 weeks

Number of training cycles: 3

Weekly hours of vocational training: 15

Weekly hours of ESL: 15

Grant award amount: $ 164,757

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $2,745

Coordinating agencies: Oakton Community College, MONNACEP Program

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Project Director: David Pankratz

Address: 1600 East Golf Road
Des Plaines, Illinois 60016

Phone: (312) 635-1600

Project runs until August, 1987

G0086 20007

St. Augustine College

Title: Project Access

Language group served: Spanish

Occupational areas: Restaurant cook and nursing assistant

	Cook	Nurse
Length of training:	32 weeks	13 weeks
Number of training cycles:	1	2
Weekly hours of vocational training:	20 1/2	13
Weekly hours of ESL training:	7 1/2	5 1/2
Clinical experience:	--	2 weeks
Hours of job counseling:	90	24

Grant award amount: $149,815

Number of trainees: 75

Approximate cost per trainee: $2,000

Stipends: $40 per month for transportation

Coordinating agencies: Truman College is providing the nursing assistant training.

Project Director: Carmen Dominguez

Address: 1333 west Argyle
Chicago, Illinois 60640

Phone: (312) 829-1617

Project runs until August 15, 1987

G0084 02149

China Institute in America

Title: Bilingual Vocational Training Program for Chinese Chefs

Language group served: Chinese

Occupational area: Chinese cooking

Length of training: 20 weeks

Number of training cycles: 2 per year

Weekly hours of vocational training: 23

Weekly hours of ESL training: 14

Hours of job counseling: 5

On-the-job training: 7 weeks, 50 hours per week

Grant award amount: $398,349

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $6,600

Stipends: $3.35 per hour

Coordinating agencies: More than 20 Chinese restaurants participate by providing the site for on-the-job training and by supervising the trainee during the last 7 weeks of the training cycle.

Project Director: Ms. Sara Su Ma

Address: 125 E. 65th Street
New York, NY 10021

Phone: (212) 744-8181

Project runs until June 30, 1987

G0086 20005

Chinatown Manpower Project, Inc.

Title: Chinese/English Bilingual Vocational Training Program

Language group served: Chinese

Occupational area: Clerical, data-entry, and automated bookkeeping

Length of training: 24 weeks

Number of training cycles: 3 during 18 months

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Weekly hours of job counseling: 5

Grant award amount: $369,943

Number of trainees: 120 (during 18 months)

Approximate cost per trainee: $2,740

Stipends: $15 per week for transportation

Additional funding sources: IBM and other private industries support in providing training equipment, staff development workshops, and monetary contributions.

Project Director: Ms. Shirley Yu

Address: 70 Mulberry Street
New York, NY 10013

Phone: (212) 964-7719

Project runs until February 29, 1988

G0081 00858

Houston Community College System

Title: Bilingual Vocational Program for Air Condition & Refrigeration Technicians

Language group served: Spanish

Occupational area: Air conditioning, Heating & Refrigeration

Length of training: 32 weeks

Number of training cycles: 3 per year

Weekly hours of vocational training: 15

Weekly hours of ESL training: 10

Weekly hours of job couseling: 5

Institutionalized since: 1985

Number of trainees: 135

Funding Source: Houston Community College

Project Director: Daniel Munguia

Address: 3620 Crawford Street
Houston, TX 77004

Phone: (713) 630-7256

APPENDIX B

WORK ENGLISH SURVIVAL COMPETENCIES

WORK ENGLISH SURVIVAL LEVEL I COMPETENCIES: CROSS-TOPICS

1. BASIC LITERACY SKILLS
   1. Develop visual discrimination skills for shape, size, and directionality.
   2. Name, copy, and write digits 0-9 (including phone and social security numbers) in isolation and in sequence.
   3. Name, copy, and write numbers 1-100 in isolation and in sequence.
   4. Name, copy, and print upper case letters in isolation and in sequence.
   5. Name, copy, and print upper and lower case letters in isolation and in sequence.
2. CLARIFICATION
   1. Express a lack of understanding.
   2. Ask someone to speak slowly or to repeat.
   3. Repeat something or speak louder when asked to do so.
   4. Ask the English word for something.
   5. Ask the meaning/pronunciation of English words.
3. DIRECTIONS
   1. Ask for location of places inside a building, or outside.
   2. Follow simple oral directions to a place inside a building, or outside.
   3. Ask for and follow simple directions to locate items.
4. MONEY
   1. Identify United States coins and bills by name and value.
   2. Read prices on tags or signs.
   3. Make or respond to a request for change or specific coins.
   4. Read names of coins on coin operated machines.
5. PERSONAL IDENTIFICATION
   1. Respond orally and in writing to basic questions about personal identification.
6. SOCIAL LANGUAGE
   1. Introduce oneself and introduce family, friends and co-workers.
   2. Give and respond to simple greetings and farewells.
   3. Ask and answer questions about personal background and family.
   4. Keep a conversation going.
   5. Excuse oneself for being late and/or interrupting.
   6. Excuse oneself politely.
   7. Ask permission to use or do something.
   8. State weather conditions in simple terms.
   9. State general feelings, likes and dislikes.
   10. Give and respond to compliments.
7. TELEPHONE
   1. Read and dial telephone numbers.
   2. Identify oneself on the telephone when answering and when calling.
   3. Request to speak to someone.
   4. Respond to request to hold.
   5. Respond to offer to take message.
8. TIME AND DATES
   1. Read analog and digital time.
   2. Write the time.
   3. Ask and answer questions about the time.
   4. Name and read days of the week and their abbreviations.
   5. Ask and answer basic questions about days.
   6. Identify parts of the day.
   7. Ask and respond to simple questions about daily activities and weekly routines using time phrases.
   8. Name, read and write months and their abbreviations.
   9. Read and write dates in both words and numbers.
   10. Ask about and give dates when asked.
   11. Use a calendar.

Source: Project Work English
Competency-based Curriculum
Survival-Level One
Northwest Educational Cooperative

APPENDIX C

STUDENT PERFORMANCE LEVEL DOCUMENT

STUDENT PERFORMANCE LEVEL DOCUMENT

SOURCE:

Mainstream English Language Training Project (MELT)
U.S. Department of Health and Human Services
Social Security Administration
Office of Refugee Resettlement
March 1985

PRONUNCIATION: GLOBAL RATING

Speech is almost always unintelligible.	0
Speech is frequently not comprehensible.	1
Speech is generally understandable, but occasionally difficult or impossible to comprehend as a result of pronunciation problems.	2
Speech is readily understandable (from a pronunciation standpoint).	3

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
0 No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	0-8
I • Functions minimally, if at all, in English. • Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	• Understands only a few isolated words, and extremely simple learned phrases. (What's your name?)	• Vocabulary limited to a few isolated words. • No control of grammar.	• Recognizes most letters of the alphabet, and single-digit numbers.	• Copies letters of the alphabet, numbers, own name and address; needs assistance.	9-15

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
II • Functions in a very limited way in situations related to immediate needs. • Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	• Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	• Expresses a limited number of immediate survival needs using very simple learned phrases. • Asks and responds to very simple learned questions. • Some control of very basic grammar.	• Recognizes letters of the alphabet, numbers 1-100, and a few very common sight words (e.g. name, address, stop).	• Writes letters of the alphabet, numbers 1-100, very basic personal info. on simplified forms; needs assistance.	16-28

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
III • Functions with some difficulty in situations related to immediate needs. • Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. • A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	• Understands simple learned phrases, spoken slowly with frequent repetitions.	• Expresses immediate survival needs using simple learned phrases. • Asks and responds to simple learned questions. • Some control of very basic grammar.	• Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.	• Writes a limited number of very common words, and basic personal info. on simplified forms; needs assistance.	29-41

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
IV	• Can satisfy basic survival needs and a few very routine social demands. • Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. • A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	• Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	• Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases. • Participates in basic conversations in a few very routine social situations (e.g. greeting, inviting). • Speaks with hesitation and frequent pauses. • Some control of basic grammar.	• Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	• Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.	42-50

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
V • Can satisfy basic survival needs and some limited social demands. • Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated. • A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.	• Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. • Has limited ability to understand on the telephone.	• Functions independently in most face-to-face basic survival situations but needs some help. • Asks and responds to direct questions on familiar and some unfamiliar subjects. • Still relies on learned phrases but also uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. • Communicates on the phone to express a limited number of survival needs, but with some difficulty. • Participates in basic conversations in a limited number of social situations. • Can occasionally clarify general meaning by simple rewording. • Increasing, but inconsistent, control of basic grammer.	• Reads and understands some short simplified materials related to basic needs with some misinterpretations.	• Writes phrases and some short, simple sentences; completes simplified forms. • Makes some errors; needs assistance.	51-57

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VI • Can satisfy most survival needs and limited social demands. • Can handle jobs and job training that involve following simple oral and written instructions and diagrams. • A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.	• Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech. • Has some ability to understand without face-to-face contact (e.g. on the telephone, TV)	• Functions independently in most survival situations, but needs some help. • Relies less on learned phrases; speaks with creativity, but with hesitation. • Communicates on the phone on familiar subjects, but with some difficulty. • Participates with some confidence in social situations when addressed directly. • Can sometimes clarify general meaning by rewording. • Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.	• Reads and understands simplified materials on familiar subjects. • May attempt to read some non-simplified materials (e.g. a notice from gas company), but needs a great deal of assistance.	• Performs basic writing tasks in a familiar context including short personal notes and letters (e.g. to a teacher or landlord). • Makes some errors; may need assistance.	58-64

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VII • Can satisfy survival needs and routine work and social demands. • Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. • A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.	• Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. • Understands routine work-related conversations. • Increasing ability to understand without face-to-face contact (telephone, TV, radio). • Has difficulty following conversation between native speakers.	• Functions independently in survival and many social and work situations, but may need help occasionally. • Communicates on the phone on familiar subjects. • Expands on basic ideas in conversation, but still speaks with hesitation while searching for appropriate vocabulary and grammar. • Clarifies general meaning easily, and can sometimes convey exact meaning. • Controls basic grammar, but not more difficult grammar.	• Reads and partially understands some non-simplified materials on everyday subjects; needs assistance.	• Performs routine writing tasks within a familiar context. • Makes some errors; may need assistance.	65+

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VIII • Can participate effectively in social and familiar work situations. • A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.	• Understands general conversation and conversation on technical subjects in own field. • Understands without face-to-face contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. • Understands most conversation between native speakers; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	• Participates effectively in practical and social conversation and in technical discussions in own field. • Speaks fluently in both familiar and unfamiliar situations; can handle problem situations. • Conveys and explains exact meaning of complex ideas. • Good control of grammar.	• Reads and understands most non-simplified materials including materials in own field.	• Performs writing tasks with reasonable accuracy to meet social and basic work needs.	
IX • Can participate fluently and accurately in practical, social, and work situations. • A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.	• Understands almost all speech in any context. Occasionally confused by highly colloquial or regional speech.	• Approximates a native speaker's fluency and ability to convey own ideas precisely, even in unfamiliar situations. • Speaks without effort. • Excellent control of grammar with no apparent patterns of weakness.	• Reads non-simplified materials.	• Approximates a native speaker's ability to write accurately.	
X • Ability equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	

APPENDIX D

LANGUAGE NEEDS ASSESSMENT INSTRUMENTS

LANGUAGE NEEDS ASSESSMENT

To get a global view of the worker's language needs, you should interview a supervisor and a worker in a similar position. Also, observe a worker to determine routine communicative needs.

QUESTIONS TO ASK PERSONNEL STAFF

I. Who would the workers report to or discuss regarding:

CONCERN	TITLE OF PERSON CONTACTED
1. injuries	
2. absenteeism/tardiness	
3. sign in/out procedures	
4. paycheck concerns	
5. supply needs	
6. broken equipment	
7. employee benefits	
8. promotional opportunities	
9. personal problems (which may affect job performance)	
10. phone-in procedures for sick days, emergencies, etc.	

II. Who else do the workers report or talk to? (Staff/Customers, etc.)

PERSON	SITUATION/FUNCTION

III. Are there any bilingual staff or supervisory positions?

IV. Which forms are the employees required to fill out? May we have blank and completed copies?

FORMS

1. job application
2. request for leave of absence or vacation
3. other _____
4. other _____

V. To what degree are employees required to fill out application forms? Are they allowed to use a written model, such as a resume, or an already completed form to copy from? Are they allowed to seek help from others in filling out the form?

VI. Are oral interviews required for obtaining a job? If so, what criterion is used for evaluating the employees' responses?

1. fluency
2. pronunciation
3. appropriateness of response
4. non-verbal behavior
5. ability to use correct grammar

QUESTIONS TO ASK SUPERVISORS

I. Are there any bilingual staff supervisory positions?

II. Are daily instructions provided? In written or oral form? Can you provide some examples?

III. Which forms are the employees required to fill out? May we have blank and complete copies of these forms?

FORMS

1. work schedule
2. supply request
3. inventory
4. other _____
5. other _____
6. other _____

IV. Which safety signs and symbols must the workers be able to read? _____

_____

V. Which slang terms or specific in-house terms would the worker need to know?

_____

VI. How much socializing or social interaction is permitted? Is it permitted only at designated times? If so, explain _____
Where is it permitted? - _____
Which topics are generally discussed? _____

_____

QUESTIONS TO ASK SUPERVISORS (cont.)

VII. Which types of work-related equipment or machinery are the workers required to know the names of? _____

_____

VIII. Which common work procedures are workers required to comprehend and/or describe?

_____

IX. Which areas in the work site are the workers required to identify by name?

_____

XI. Are there any standard or job-specific abbreviations used in the work-site? Please list examples _____

XII. Are there any standard or job-specific coding procedures used in the work-site? Please list examples._____

_____

FREQUENCY OF ENGLISH USED IN VOCATIONAL EDUCATION CLASSES AND ON THE JOB

Instructions: Please rate each language skill area according to its frequency and/or importance: 1) IN THE CLASS and 2) ON THE JOB.

Scale: 1 = little use to 5 = very frequent use

LANGUAGE SKILL:	Rate 1-5 1) IN THE CLASS	SITUATION	Rate 1-5 2) ON THE JOB	SITUATION
a) Listening Comprehension				
b) Speaking				
c) Reading				
d) Writing				

Coordination of Bilingual Vocational and VESL Curricula with the "Regular" Vocational Education Curriculum

We all agree that it is necessary and desirable for the Bilingual Vocational and/or VESL staff members to establish a good working relationship with the "regular" vocational instructor(s). How smoothly this runs will depend upon the particular situational mix of your respective programs, and the institution and personalities involved.

Coordination is particularly important in developing VESL curriculum and bilingual vocational materials. It generally falls to the Bilingual Vocational/VESL staff, as initiators of a "new" program, to take the lead in making specific requests for the type of information they need to assist the LEP students. After exchanging general descriptions of your program, students to be served, and the vocational course, you need to get down to specific points. The following list presents some key questions which might help you identify the vocational content and the related language to be learned.

1. What must the student be able to do after successfully completing your course? What (level of) skills must he/she demonstrate?
2. What (level of) math skills are required in your course?
3. What kinds of tests or other evaluations are done and how often are they done?
4. May I have a copy of your course outline or syllabus? Would you go over it with me?
5. What materials or textbooks are used?
6. What major content areas are taught in what order at what pace?
7. Do you go through this text chapter-by-chapter or do you skip around? (Again the order of content areas.)
8. Could you give me an idea of how closely you follow the text, and what you expect your students to be able to do with it?
9. About how much time do you spend on each chapter or major topic? (Again the pace of the course.)
10. How can I tell what is most important for the students to learn? Would you select for me $\pm$ 10 of the most important concepts in each unit/chapter?
11. How are classroom lectures and hand-on activities scheduled?
12. What kind of homework assignments do you give, and how often?
13. What other supplementary written material do you use (e.g. lists of tools, processes, machine parts, safety rules)? May I have copies?

14. What supplementary audio-visual aids do you use?

15. May I sit in on your class now and then, to get an idea of how you structure it, what kinds of activities you have the students do, and what kind of language you use?

16. Could we get together periodically to talk over things like eventual changes in the course outline, progress of the LEP students, and problems you see them having?

APPENDIX E
ESL ACTIVITIES

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Repetition Drill	To develop awareness of contextualized language and practice pronunciation.	1. Instructor says word or sentence. 2. Trainees repeat.	Instructor: That is a spatula. Trainees: That is a spatula.
Substitution Drill	To develop awareness of lexicon or parts of speech which occur out of context.	1. Instructor says sentence and adds word to be substituted. 2. Trainees repeat sentence using substitution item.	Instructor: Add one teaspoon salt. Pepper. Trainees: Add one teaspoon pepper.
One-Sided Dialogue	To expose trainees to natural discourse, intonation patterns, grammatical structures and correct sequence.	1. Instructor models each part of dialogue. 2. In dialogue format, instructor provides one part and trainees respond with the other part. (3.)Trainees provide appropriate responses given a new context.	Instructor: What time do you bake the rolls? Trainees: We bake rolls at 3:00 every day. Instructor: How long do you bake them? (etc.)
Total Physical Response	To develop listening skills for understanding oral instructions.	1. Instructor states instructions. 2. Trainees demonstrates understanding by performing appropriate actions or gestures.	Instructor: Pick up the whip. Place it next to the mixing bowl. (Trainees perform tasks.)
Matching	To evaluate trainees' ability to match words, pictures, numbers or definitions.	WRITTEN: Match the item on the left to the corresponding item on the right or to aural cues.	WORKSHEET Pictures of utensils on left side. Names of utensils on right side.

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Scrambled Sentences	To develop awareness of proper sentence structure.	1. Instructor hands out words randomly to students. 2. Trainees arrange words in proper sequence to form intelligible sentence.	ladles in the are drawer the second The ladles are in the second drawer.
Sequencing Steps Exercise	To develop one's ability to arrange steps in logical order.	1. Instructor reads or passes out sentences which are out of sequence. 2. Instructor asks trainees to place sentences in correct order.	CUES: Sweep the floor. Wet mop without soap. Dry mop. Wet mop with soap. Trainees: Sweep the floor. Wet mop with soap. Wet mop without soap. Dry mop.
Two-Sided Dialogue	To expose trainees to natural discourse, intonation patterns, grammatical structures and correct sequence. To encourage creative use of language within a specific context.	1. Instructor models dialogue. 2. Trainees practice both parts. 3. Trainees compose and present new dialogue to class.	Trainee 1: Could you bring me a rolling pin? Trainee 2: Sure. Do you need some flour, too? Trainee 1: Yes, I don't have any here. (Students switch roles.)
Question - Answer Drill	To develop ability to understand a question and form an appropriate response.	1. Instructor asks questions. 2. Trainees answer using correct structure.	Instructor: Is an infrared lamp used to cook food? Trainee: No, it isn't. (It's used to keep food hot.)
Answer - Question Drill	To develop ability to form questions.	1. Instructor provides "answer". 2. Trainees ask question which matches answer.	Instructor: Three tablespoons of cornstarch. Trainee: How much cornstarch should I use?

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Role Play	To elicit creative and natural language in a specific situation.	1. Instructor states setting, situation, problem, and roles of participants. 2. Trainees assume roles, and provide meaningful dialogue.	Trainee 1: What soup are we making today? Trainee 2: Cream of broccoli. Trainee 1: What do we need to make it? Trainee 2: We need... ...etc.
Reading Comprehension Questions Worksheet	To evaluate trainees' ability to comprehend prose.	WRITTEN: Read the message. Answer the questions.	This product must be refrigerated after opening. "Where should you put the product after you open it?"

APPENDIX F
APPLIED PERFORMANCE TESTING ACTIVITIES

APPENDIX F: APPLIED PERFORMANCE TESTING ACTIVITIES

The last part of a lesson plan consists of the evaluation of learning. In competency-based instruction, the evaluation consists of the actual demonstration of performance. A VESL lesson plan should contain a performance objective which specified the performance (the specific behavior), the conditions (the performance situation), and measurable criterial (the standard of acceptance performance). The teacher can design an applied performance test in which students demonstrate the target competency. Examples of applied performance tests are simulations, role-plays, contact assignments, and performance. Following are definitions:

SIMULATION: A certain environment, such as a store, bank, post office, or workplace is replicated in the classroom or testing area, and students perform a specific task characteristic of that environment.

ROLE-PLAY: A situatin is established in which students react by playing a role.

CONTACT ASSIGNMENT: A student is sent out into the "real world" to accomplish a given task.

PERFORMANCE: The actual performance of some life skills is feasible in a classroom setting.

Source: Mainstream English Language Training Project (MELT)
U.S. Department of Health and Human Services
Social Security Administration
Office of Refugee Resettlement
March 1985

APPENDIX G

TRAINEE AND EMPLOYER FOLLOW-UP QUESTIONNAIRE

TRAINEE FOLLOW-UP

SAMPLE PHONE INTERVIEW

EMPLOYMENT STATUS:

1. Are you currently employed ___ unemployed ___ (go to #10)
2. Who do you work for: _____
3. What is your job title/occupation? _____
4. How many hours do you work per week? _____ hrs.
5. What is your current salary (per hour)? $_____
6. How long have you worked with this employer? _____
7. Are you happy with your job? Yes _____ No _____ Comment:
8. How well did the vocational training prepare you for your job?

   Very well _____ Well _____ Somewhat _____ Not at all _____
9. Are you having any problems with your English on the job?
   Yes _____ No _____ Cite examples:
10. Why aren't you employed? Health _____ Family _____ School _____

    Not interested _____ Other:

PROGRAM SATISFACTION:

1. Did you complete the training program? Yes ___ No ___ Why?
2. Have you been contacted by the program after leaving?
   Yes _____ No _____ Explain:
3. Was the training site convenient to where you lived?
   Yes _____ No _____ Explain:
4. Was the schedule of your classes convenient? Yes ___ No ___
   Explain:

TRAINEE FOLLOW-UP

SAMPLE PHONE INTERVIEW

EMPLOYMENT STATUS:

1. Are you currently employed ___ unemployed ___ (go to #10)
2. Who do you work for: _____
3. What is your job title/occupation? _____
4. How many hours do you work per week? _____ hrs.
5. What is your current salary (per hour)? $_____
6. How long have you worked with this employer? _____
7. Are you happy with your job? Yes _____ No _____ Comment:
8. How well did the vocational training prepare you for your job?
   Very well _____ Well _____ Somewhat _____ Not at all _____
9. Are you having any problems with your English on the job?
   Yes _____ No _____ Cite examples:
10. Why aren't you employed? Health _____ Family _____ School _____
    Not interested _____ Other:

PROGRAM SATISFACTION:

1. Did you complete the training program? Yes ___ No ___ Why?
2. Have you been contacted by the program after leaving?
   Yes _____ No _____ Explain:
3. Was the training site convenient to where you lived?
   Yes _____ No _____ Explain:
4. Was the schedule of your classes convenient? Yes ___ No ___
   Explain:

EMPLOYER FOLLOW-UP

SAMPLE PHONE INTERVIEW

WORK STATUS

1. Is the employee (trainee) working full time or part-time for your company? How many hours per week?

2. How much is the employee earning per hour?

3. Does the employee have any benefits?
If so, which ones (health insurance, sick pay, vacation pay, etc.)?

4. What is the employee's job title?

5. What are the employee's main job responsibilities?

6. Has the employee received a promotion since s/he began working for your company?

EMPLOYER SATISFACTION

1. Are you satified with the employee's work performance? Explain:

2. Do you feel that the employee received adequate vocational training for the job? Explain:

3. Does the employee have adequate English language skills to perform successfully on the job? Explain:

4. Does the employee interact appropriately with his/her supervisor? Explain:

5. How does the employee get along with co-workers?

6. Are you satisfied with the employee's overall progress since s/he began working?

7. Is the employee motivated to improve him/herself?

8. Is the employee in line for some type of promotion or pay increase in the near future?

9. Would you hire another employee like this one?

10. Any additional comments:

APPENDIX H
GENERAL EMPLOYMENT SKILLS LIST

General Employment Skills

1. Job Search

   1.1 Investigate the services of employment agencies
   1.2 Locate job openings through newspapers, personal contacts, and through direct contact with employers

2. Job Applications

   2.1 Prepare letters of inquiry or application.
   2.2 Compile a list of references
   2.3 Prepare application forms
   2.4 Apply for a social security card, work permit, and licenses
   2.5 Prepare a resume

3. Employment Tests

   3.1 Prepare for common types of employment tests
   3.2 Take commonly administered employment tests

4. Job Interviews

   4.1 Demonstrate an attitude appropriate for a job interview
   4.2 Discuss prior work experiences, and personal, character, and job references
   4.3 Discuss personal aptitudes with respect to a prospective employer's requirements
   4.4 Document and discuss all training and education relevant to job openings
   4.5 Discuss wages and salaries with a prospective employer

5. Employee Characteristics

   5.1 Display motivation toward work
   5.2 Adjust to changes in work conditions
   5.3 Tactfully accept or decline overtime work requests
   5.4 Demonstrate loyalty to company
   5.5 Tactfully handle frustration at work
   5.6 Participate in work related social activities
   5.7 Work effectively without supervision or with limited supervision
   5.8 Maintain a good work attendance record
   5.9 Follow directions correctly and complete assigned tasks
   5.10 Ask questions when confused
   5.11 Demonstrate a willingness to improve personal capabilities and acquire new skills
   5.12 Be a productive employee
   5.13 Work effectively as a team member and get along with other employees

APPENDIX I
GRAMMATICAL FOCUS INDEX

VESL COOKING CURRICULUM
GRAMMATICAL FOCUS INDEX (FOR TRAINEES'/WORKERS' ORAL SAMPLES)

NOUNS

Level 1
singular/plural I.2
complement I.6
irregular plural I.7
as adjectives S.1

Level 2
partitive T.5, C.6

PRONOUNS

Level 1
personal I.1, I.5
demonstrative I.2, I.3, I.8, C.6
ONE I.7
Indefinite ANY T.5
reflexive T.7
possessive T.15

Level 2
personal I.1, I.4
as objects T.1
ONE I.3, I.8, T.8
relative I.10, F.1, T.7
indefinite ANY T.5
possessive T.15

ADVERBS

Level 1
frequency S.8
sequence S.9, T.3, T.4
time T.3
ANOTHER T.8
ONE T.8
intensifiers T.11
comparative T.13
location T.14
manner C.3
indefinite ANY G.3

Level 2
frequency S.4, S.11
sequence S.9, T.3, T.4
location S.9, T.1
time S.16, T.1, T.12, G.6, G.9, G.10
intensifiers T.8, T.11
manner C.3
FOR/SINCE
INSTEAD OF G.14

ADJECTIVES

Level 1
descriptive I.3, I.5, T.11
comparative I.4
demonstrative I.6
superlative I.6
possessive T.15
indefinite ANY G.3

Level 2
comparative I.4, T.8, T.11
complement I.5
demonstrative I.6
superlative, I.6
descriptive I.10, F.4, T.10
possessive S.15, T.15
indefinite SOME/ANY T.5

ARTICLES

Level 1
indefinite I.1
definite C.7

Level 2
indefinite I.1
definite C.7

PREPOSITIONAL PHRASES

Level 1
adjectival S.11, G.1, G.10
adverbial
general S.16, T.4, T.7, G.4
location T.6
time G.6

Level 2
adjectival T.10
adverbial
general F.2, S.1, S.8, S.14 S.15, T.3, T.4, G.1
location I.2, T.6
time G.6, G.10

CONJUNCTIONS

Level 1
OR I.7
AND I.10

Level 2
BUT T.10, T.15, G.16

CLAUSES

Level 1
adverbial S.6, S.16
noun G.16

Level 2
adjectival F.1
adverbial F.4, T.1, T.14, C.4, G.14, G.17
noun T.12, C.2, T.16

QUESTION FORMS

Level 1
WHAT + BE E.3, I.7, G.11
YES/NO I.5, I.7, I.8, G.1
HOW + DO F.4, C.4, C.6, G.4
WHAT + DO (SHOULD) T.2
WHAT C.5, C.6
WHERE T.6
CAN T.7, T.14, G.15
WOULD T.9
THERE IS/ARE G.3
HOW MUCH + BE G.11
COULD G.14

Level 2
WHAT + BE I.2
WHICH + BE I.3, I.4
HOW MANY I.4
YES/NO I.5, C.6
WHAT KIND OF + BE I.7, G.11
WHERE S.9, T.6
WHAT + past DO T.2, C.2
HOW MUCH + DO T.5
embedded WHERE T.6, G.4
COULD T.7, C.1, C.3, G.3
embedded WHAT C.2
tag questions T.9, C.6
SHOULD T.13
WHAT + DO C.5
WHAT + passive USED FOR C.6
embedded IF G.3
THERE IS/ARE G.11

VERB TENSES

Level 1

present BE I.2, S.5
3rd person singular present F.1
future WILL S.7, T.12, T.4, G.6, G.17
past S.16, G.8, G.9
present continuous G.10
future GOING TO G.17

Level 2

present tense I.5
present continuous I.9
3rd person singular present F.1
past tense S.6, G.9
future conditional S.7
future WILL S.12, T.11, T.12, T.14
past continuous S.16
present perfect T.10, G.9
past T.12
present tense (negative) C.4
present continuous G.1
present perfect continuous G.8
present conditional G.14
past BE G.17
future WILL (negative) G.17

MODALS

Level 1

MUST S.4
SHOULD S.8
WOULD LIKE S.14, G.14
CAN T.7, T.14, G.9, G.16
CAN (negative) T.7
CAN/MAY T.15
COULD G.10, G.14

Level 2

WOULD LIKE I.1
CAN I.8, C.4, G.9
MUST S.4
SHOULD S.5, S.8, S.9
modals + passive S.2, S.12
COULD T.7, G.3, G.4
CAN (negative) T.7, T.13
CAN/MAY T.15
COULD (past tense) C.2
WOULD G.6, G.14
WOULD (past tense) G.17

VERB FORMS

Level 1

gerunds I.9, F.2
passive MADE OF I.10
infinitive F.3, S.12
present passive F.3
imperative S.9, S.11, S.12 T.1, T.2, T.4
polite imperatives C.1, C.3
passive CALLED C.6

Level 2

present passive I.6, I.12, F.2, G.6
two word verbs F.3
past passive S.1
infinitives S.4, T.11
imperatives s.8, S.9, S.11, S.15, T.1, T.4
modals + passive S.12
participles S.14
reported speech T.2
polite imperatives C.3

SHORT ANSWERS

Level 1

I.1, S.1, S.17, S.16, T.1, C

Level 2

S.17, C.1

Special Usages

Level 1

USED FOR + gerund F.2
USED TO + infinitive F.2
THERE IS/ARE S.1, S.14, T.11, G.16
USED FOR S.2
HAVE TO S.4, T.3
FORGET + infinitive S.6, S.17
USED + infinitive S.11
WANT + infinitive S.16
REMEMBER + infinitive S.17
BE OUT OF T.5
polite expressions T.9
HOW'S THIS? T.9
BE DONE/FINISHED + gerund T.1
apologetic expressions T.12
SUPPOSED TO C.1
apologetic expressions C.1
STAND FOR C.5
WOULD LIKE + infinitive G.14

Level 2

WOULD LIKE infinitive I.1, S.14, T.6, G.14
passive CALLED I.6
OTHER ONE I.8
passive MADE WITH I.10
past tense HAVE TO F.3, G.17
USED FOR S.2, C.6
HAVE TO S.4
THERE IS/ARE S.5, S.14
HAD BETTER S.5
FORGET + infinitive S.6
USED + infinitive S.11
HAVE TO T.3
HELP + gerund T.7
HOW'S THIS? T.9
BE DONE/FINISHED + gerund T.1
apologetic expressions T.12, G.17
SUPPOSED TO T.12
THANKS FOR + gerund T.13
polite expressions C.1
GET IT idiom C.1
STAND FOR C.5
LOOK FORWARD TO + gerund G.6
PREFER G.10
past tense WOULD G.17